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ABSTRACT

"Project Evaluation" was conceived to aid evaluation systems in Massachusetts community colleges by accomplishing three main tasks: (1) determining the current status of evaluation efforts; (2) piloting an appropriate program evaluation system and adapting it to Massachusetts; and (3) developing a uniform placement and follow-up system. To meet these goals, all fifteen colleges first conducted an institutional evaluation inventory. Information concerning placement and follow-up studies, self-evaluation activities, and studies of attrition and enrollment trends was solicited. Next, two campuses were chosen from five volunteers to participate in on-site team visitation to selected program areas, using the California Community College Occupational Programs Evaluation System (COPES). Finally, placement and follow-up recommendations were made and short and long-range data questionnaires were developed and piloted. Extensive appendices include a complete COPES model and questionnaire, system-wide program frequency data, pilot study program information, the institutional research survey, data pilot questionnaires, and letters, schedules, and other material pertinent to the project. (RT)

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PROJECT EVALUATION REPORT

EUGENE W. BUTLER, M.Ed.

COORDINATOR OF PROGRAM EVALUATION

MASSACHUSETTS BOARD OF REGIONAL COMMUNITY COLLEGES

August 12, 1977

PREFACE

The author of this report is on leave-of-absence from one of the community colleges in Massachusetts. He holds a tenured position, and has 8 1/2 years of teaching experience. This report is as objective as possible, given the author's deep affection for the Massachusetts Community Colleges and his positive feelings for evaluation. It is his belief that meaningful feedback should emanate from every level of the Massachusetts Community College System to ensure the best possible actualization of the system.

ABSTRACT

"Project Evaluation" was conceived as a catalyst to facilitate evaluation systems in the Massachusetts Community Colleges.

The first task was to establish the current status of evaluation systems. This was accomplished by requesting this information along with documentation from each of the fifteen colleges.

The second task was to pilot an appropriate program evaluation system and possibly adapt it for use in Massachusetts. COPES (the California Community College Occupational Evaluation System) was selected for this purpose and was piloted at two volunteering community colleges. The team leaders of these pilots have recommended the pursuit of COPES along with a number of specific adaptations.

The third task was to develop a uniform placement and follow-up system for the community colleges of Massachusetts. Short-range and long-range questionnaires have been developed in cooperation with the Manpower Task Force and the Massachusetts Public Higher Education Career Planning and Placement Council.

An evaluation inventory has been established and twenty-five recommendations have been made. These recommendations concern evaluation in general, as well as specific suggestions for the development of program evaulation and placement and follow-up systems.

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The program coordinator is very grateful for all of the support and assistance provided by a very large number of people who contributed significantly to this project. An attempt has been made below to list as many of these people as possible; any omissions in this list are regretted.

Thank you:

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* Massachusetts Board of Regional Community Colleges

LIMITATIONS OF PROJECT EVALUATION

Every research effort is restricted to a certain degree; the following variables have limited this project:

TIME	Project Evaluation was limited to a time frame of six months.
FINANCES	The total budget for the project as described was $16,250.00*.
DATA SOURCES	The information collected and reported in the Evaluation Inventory was submitted by the college personnel and its accuracy is assumed.
PERSONNEL	The coordinator, some part-time secretarial assistance, volunteers from the system, and local college administration were all the personnel available for this project.

* See Appendix A

ASSUMPTIONS

Every author is filled with his/her own biases; it is probably useful to state these as clearly as possible in order to aid the reader in interpreting this report.

1. The community college movement in Massachusetts is committed to comprehensive community college concept.
2. Evaluation can and should be a continuous and essential part of every aspect of the Massachusetts Community College System.
3. The evidence divulged by any evaluation system will have a long-range constructive influence upon community college education in Massachusetts.
4. Massachusetts community colleges will move toward the gradual establishment of coordinated and computerized evaluation and data systems.
5. The Massachusetts Board of Regional Community Colleges will be responsible for program evaluation within its own system.
6. The Massachusetts Community College System will move toward the establishment of measurable goals and objectives within its programs.
7. Data provided by evaluation systems which evolve will significantly influence decision makers in the community college system.

EVALUATION

Before presenting results of this study, a brief statement of the nature of evaluation may be useful.

Evaluation is an exercise in perception, and as such, it is subject to a great variety of influences. If it is to be useful, it must function among these influences without serving one to the exclusion of the others. It thus needs an awareness of the overall status of the system being evaluated. Furthermore, a perceptual process is a waste of time and energy if the information it provides is not a relatively accurate representation of reality. Therefore, to accept evaluation is to prepare for and be willing to tolerate the pain and anxiety that accompany the exposure of weaknesses.

"There is no free lunch." In order for the system to grow and improve, it must obtain feedback. IF THE FEEDBACK IS WORTHWHILE, IT WILL BE BOTH A SOURCE OF JOY AND PAIN, WHILE IT MAKES MAXIMUM GROWTH POSSIBLE.

CHAPTER I

INTRODUCTION

INTRODUCTION

Context of the Study

Project Evaluation was scheduled to begin September 26, 1975, a long time before it actually did. The date of completion, after delays and an extension, was finally set at June 30, 1977, and a report on the project was due in July 1977*. The project coordinator was hired officially on February 1, 1977, when faculty were threatening to strike on February 7, 1977. This threatened strike was due to an unfunded faculty contract and nearly four years without a pay increase. A 10 percent budget cut in the previous year and level funding in the current year have created an expectancy that evaluation efforts may be used as a basis for phasing down or phasing out programs and a heightened concern over retrenchment. Naturally, alternative sources of funding have been pursued and with these funds have come evaluation requirements. However, personnel to implement these evaluations are difficult to supply given the current level of retrenchment and program reduction. Project Evaluation was provided as a catalyst for the evaluation process.

In addition to the above, the resignation of the President of the Board of Regional Community Colleges during this academic year was one more very significant contributing factor to the overall context of this project.

Review of the Literature

A considerable number of Vocational-Technical Advisory Board

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*See Grant Documentation in Appendix A.

reports concerning career program evaluation are available in the ERIC file. However, these reports are generally not specific enough to be of help in designing a system for program evaluation. Some projects are only descriptive of the planning stages such as the Florida Comprehensive Program for Career Development. (Hardy, 1975).

> The approach of ETS to the evaluation was to use the remaining months of FY '75 primarily to become familiar with the structure and philosophy of the Career Education Consortium Project and to design a comprehensive evaluation plan to be implemented in FY '76.

Of those reports which did present specific details and instrumentation, none were found to be as well developed or sophisticated as the California Community College Occupation Program Evaluation System (COPES) which has been of considerable interest to the Massachusetts Board of Regional Community Colleges since 1973.

The North Dakota Vocational Assessment System (1976) utilized a thirty-nine page questionnaire very reminiscent of the instrumentation of the American Vocational Association which was piloted by the Massachusetts Board of Regional Community Colleges and found to be inappropriate and overburdening for its purposes.

Another example of the models presented in the ERIC file which lack the necessary refinement is the recent Maryland (1976) model. This model has proven to be unworkable because of difficulties with proposed evaluation criteria.

> The model suffers because the practitioner cannot produce the data at a level of sophistication [necessary for the model]. (p. 82)

> The question of the level of specificity of the data is one which must be faced realistically if any evaluation model is to accurately perform its positive mission. (p. 84)

Still another example of one of the inadequately tested, but very interesting, models was that of Gene Winter (1975) at the State University of New York which was called "Reality Based Evaluation." This system seems to have a great deal of merit, especially for a system besieged with an abundance of financial restraints. However, it has not been piloted in its entirety while the California COPES System has been refined annually over the last several years. The feedback and refinement element in the COPES system is built into the process and is one of the most important reasons that the system has grown and become so popular.

In addition to reviewing the above described systems and instrumentation, a number of other evaluation reports and instruments were reviewed. A list of the geographic origins of these reports follows:

Alabama
Colorado
Hawaii
Louisiana
Maryland
New Mexico
North Carolina
Ohio
Oklahoma
Oregon
Pennsylvania
Samoa
Sweden
Tennessee
Texas
Virginia
Washington
Wisconsin

The California Community College Occupational Program Evaluation System was supported by this ERIC search as the one to use in this pilot study.

In addition to the computerized ERIC search discussed above, a five-year, manual literature search for career program placement

and follow-up studies was performed in August 1976. This literature search concerned itself with the socioeconomic status and job satisfaction of career program graduates.

Two studies were found which related to these variables. Gillie (1973) has studied the salaries, promotion rates, and job satisfaction of vocational-technical students. Buzzell (1970) studied the geographic and occupational mobility of electronic technicians. Other articles which were found dealt only with such peripheral issues as the relative quality of education, the effects of four-year degrees upon a variety of dependent variables and the general concern over accountability in higher education. These articles were primarily academic pursuits and of little practical value in designing a placement and follow-up system for use in program evaluation. Two sources proved to be of the most practical value. The first is an article written by Michael Walsh (1977) designed specifically as an aid in the design of placement instruments. The second is the manual for the California Community College Student Accountability Model (Morris, 1977).

Research from the community college perspective is meager in comparison to other segments of education. This may be due, in part, to the emphasis upon innovation in teaching and the exemption from the "publish or perish" mandate which community college faculty enjoy. There is, however, a growing need for community college faculty and administrators to document the effectiveness of their innovations and to conduct educational research from their unique perspective.

CHAPTER II

GOALS, OBJECTIVES, ACHIEVEMENTS, AND OVERALL EVALUATION RECOMMENDATIONS

GOALS OF THE PROJECT
(In Order of Priority)

1. Determine the current status of program evaluation within the Massachusetts Regional Community Colleges.

2. Pilot an appropriate program evaluation system and its instrumentation to determine the feasibility of its use in Massachusetts Community College career programs.

3. Develop and pilot a uniform placement and follow-up system for the Massachusetts Community Colleges.

Objectives of Project Goal #1

A. Determine the overall level of program evaluation within the Massachusetts Community College System.

B. Determine the overall placement and follow-up activity level in the Massachusetts Community College System.*

C. Determine the most appropriate programs for the pilot study.**

D. Conduct a literature search of current occupational program evaluation systems.

Objectives of Project Goal #2

A. Study in detail the California Community College Occupational Program Evaluation System (COPES).

B. Secure computer programming, the latest instrumentation, and the latest revisions of the California Community College Occupational Program Evaluation System.

C. Secure computer capability in Massachusetts to process COPES instrumentation in time for pilot study.

D. Secure two volunteering campuses which meet the needs of the pilot studies.

E. Print and distribute instrumentation at these volunteering campuses.

F. Recruit COPES site-visit teams for pilot studies.

G. Conduct site visits

* See Appendix A for President Callahan's memorandum cc 77-187 requesting the required information for objectives A and B.

** See Appendix A for a list of career programs in order of frequency and for a chart of the thirteen most preferred programs and the data on each concerning criteria for selection.

H. Secure team leaders' reports on feasibility and possible adaptations of COPES system and instrumentation, if appropriate.

Objectives of Project Goal #3

A. Review and consider current placement instrumentation in Massachusetts and other community college systems.

B. Consult with computer services concerning recommendations for both key punch and op-scan survey form design.

C. Draft and pilot short-range and long-range placement and follow-up questionnaires.

D. Compare return rates of key punch, circle-the-letter, and op-scan questionnaires.

E. Recommend final revisions and preferred form for short and long-range placement and follow-up questionnaires.

Achievements Relating to Goal #1

Determine the current status of program evaluation within the Massachusetts Regional Community Colleges.

Objective A Determine the overall level of program evaluation within the Massachusetts Community Colleges.

Achievements:

1. Responses to President Callahan's memorandum were secured from all of the fifteen community colleges.

2. All previous program evaluation reports were reviewed.

3. The historical perspective of the Massachusetts Community College program evaluation was established and recorded.

Objective B Determine the overall placement and follow-up activity level in the Massachusetts Community College System.

Achievements:

1. All previous placement reports and instrumentation have been reported in response to cc 77-187 and have been reviewed.

2. The current level of coordination of research activity in Massachusetts with regard to the community colleges was assessed by contacting previous participants in the Inter-Institutional Research Council and by contact with the active members of the newly formed Massachusetts Association for Institutional Research (MAIR).

Objective C Determine the most appropriate programs for the pilot study.

Achievements:

1. A list of all career programs and the number of each was compiled.*

2. A list of all Fiscal Year 1976 grant funds was secured.

3. The 1976 enrollment totals for each program were secured.

4. A minimum of three programs in each of the four general program areas (Business, Health, Engineering, Service) were selected and arranged in order of priority.*

5. A list of the programs being evaluated by the third party evaluation was secured and duplication of this effort avoided.**

Objective D Conduct a literature search of current occupational program evaluation systems.

Achievements:

1. An ERIC computer search yielding fifty available abstracts under the descriptor "Evaluation in Post Secondary Career Programs" was performed.

2. Thirty-seven of these articles were significantly related to this project and microfiche copies were obtained and reviewed.

3. All available documents on program evaluation at the Massachusetts Board of Regional Community Colleges were reviewed.

4. The California Community College Occupational Program Evaluation System (COPES) was determined to be the most carefully developed and sophisticated of all those reviewed.

Achievements Relating to Goal #2

Pilot an appropriate program evaluation system and its instrumentation to determine the feasibility of its use in Massachusetts Community College career programs.

Objective A Review California Community College Occupational Evaluation System (COPES).

* See Appendix A

** See Appendix C

1. All available material at the Massachusetts Regional Community College Board Office was reviewed.

2. The latest developments in the California Community College Occupational Program Evaluation System were requested, secured, and reviewed.

3. Revisions in instrumentation were noted and the latest drafts of the questionnaires were used as masters for printing instrumentation for the pilot studies.

4. Telephone consultations were undertaken with COPES administrators on remaining issues of concern with regard to programming and system implementation.

Objective B Secure computer programming from California Community College Occupational Program Evaluation System (COPES).

Achievements:

1. Programming was secured and sent to computer center at Springfield Technical Community College.

Objective C Establish Massachusetts Computer Capability

Achievements:

1. Springfield Technical Community College's computer adapted California's program and was ready to process data in time for COPES pilot studies.

Objective D Secure two volunteering campuses which meet the needs of the pilot study.

Achievements:

1. Visited four colleges (Holyoke, Massasoit, North Shore, and Springfield Technical Community Colleges) to encourage volunteering and collect program evaluation materials.

2. Received five letters from Community Colleges in Massachusetts volunteering to participate.

3. Selected Massachusetts Community College campuses most advantageous for pilot study needs.

4. Announced to all Massachusetts Community Colleges the two campuses that were selected for the pilot projects.

Objective E Print and distribute COPES instrumentation.

Achievements:

1. Visited the volunteering campuses for consultation with the faculty and administration of each college.

2. Instrumentation distributed, collected, and delivered to computer center in time to be reviewed by team members prior to their visits.

Objective F Recruit COPES site-visit teams.

Achievements:

1. Both teams and team leaders were recruited from within Massachusetts Community College faculty and administration.

2. Materials and instructions for site visit compiled and distributed to team members.

Objective G Conduct site visits

Achievements:

1. Computer summaries were delivered to all team members prior to visits.

2. Collective Bargaining representatives were assured, by telephone and in writing,* that COPES pilot studies were program evaluation and not faculty evaluation.

3. Cooperation of Collective Bargaining representatives was secured.

4. All planned programs at both campuses were evaluated by site teams.

Objective H Secure team leaders' reports on feasibility and possible adaptation of COPES for Massachusetts.

Achievements:

1. Both team leaders' reports on the feasibility of COPES have been received at the Board Office.**

Objective I Recommend adaptations of COPES system and instrumentation, if appropriate.

Achievements:

1. See recommended changes in instrumentation and procedures in the Appendix C. These adaptations have been endorsed by both team leaders.

Achievements Relating to Goal #3

Develop and pilot a uniform placement and follow-up system for the Massachusetts Community Colleges.

* See Appendix C for copy of these letters.

** See Appendix Cfor copies of these reports.

Objective A Review Massachusetts Community College placement instruments.

Achievements:

1. All forms submitted in response to cc II 77-187 were reviewed.*

2. A variety of other placement systems and forms were reviewed.*

3. A data item questionnaire was constructed and distributed to all the Massachusetts Community College Placement Directors, Institutional Research Directors or equivalents, and Members of the Massachusetts Public Higher Education Career Planning and Placement Council, as well as a variety of researchers and key administrators in the Commonwealth and to all members of the Massachusetts Board of Regional Community Colleges.**

4. The responses to this data item questionnaire were summarized and used as an aid in the construction of the short-range questionnaire.

5. The long-range questionnaire was drafted and revised after consultation with the Community College Manpower Task Force and the Massachusetts Public Higher Education Career Planning and Placement Council.

6. All registration forms, withdrawal forms, and similar documents which are in use in the Massachusetts Community Colleges were requested. This was done to determine the extent to which data relevant to placement is already being collected and the form in which it is currently available.

Objective B Secure consultations with computer services with regard to recommendations for survey design (key punch and op-scan).

Achievements:

1. Consultation with two independent computer centers yielded very similar recommendations for form design.

Objective C Draft and pilot short-range and long-range placement questionnaires.

Achievements:

1. Four drafts of the long-range questionnaire were designed and the final draft is being piloted at Northern Essex Community College in a convenient form for key punching.

2. The op-scan version is in the process of design and has required an additional three drafts to date. It will be piloted at one of the volunteering colleges as soon as it is printed.

* See Appendix D for a list of placement systems and forms reviewed.

**See Appendix D for a summary of these results, a list of respondents, and the data item questionnaire.

3. The short-range version has been through a total of seven drafts counting the original three drafts prior to this project. Three Massachusetts college Placement Directors have made commitments to pilot this draft of the short-range instrument this summer and to meet with the Massachusetts Public Higher Education Career Planning and Placement Council in the fall for final revisions and possible adoption for use throughout higher education in Massachusetts. Two versions of the final draft of the short-range quesstionnaire were necessary and can be found in the Appendix D.

Objective D Compare return rates of key punch, circle-the-letter version, and th op-scan version of the long-range questionnaire.

Achievements:

1. None. (This may be achieved by September 1977). Delay in printing the op-scan form has prevented this comparison.

Objective E Recommend final revisions and preferred form for the short and long-range placement and follow-up questionnaires.

Achievements:

1. The long-range questionnaire has a reasonable return rate and could be adopted systemwide as presented in Appendix D. Minor revisions would make it applicable to all of the fifteen colleges.

2. The community colleges could adopt the short-range version found in the Appendix, given that intolerable insufficiencies do not emerge as a result of this summer's use of the form.

RECOMMENDATIONS

IN ORDER OF PRIORITY

#1 The Board of Regional Community Colleges should model its own degree of emphasis upon evaluation as a statement of its commitment to the process of evaluation.

#2 Expansion of evaluation processes should be gradual to allow the system to assimilate the increase in feedback as constructively as possible.

#3 Annual assessment of evaluation activities should be performed to determine the extent to which the system has increased its commitment to evaluation.

#4 The emphasis in evaluation processes should be upon small amounts of data collected at regular intervals rather than upon comprehensive assessments performed infrequently.

#5 Any initial efforts to expand evaluation efforts should avoid duplication of those evaluations which have recently been performed.

#6 Data collection should be organized and coordinated throughout the system.

#7 Established lines of communication with state agencies concerned with data collection should be pursued so that any data systems which are developed will be compatible with federal and state requirements.

#8 Evaluation systems to be developed should be geared to provide feedback concerning the progress of the priorities of the system.

#9 One individual at the Board Office and one individual at each college in the system should be designated as responsible for the coordination of data systems.

#10 Uniform application of program evaluation systems to all community college programs.

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DISCUSSION OF RECOMMENDATIONS

#1 The Board of Regional Community Colleges should model its own degree of emphasis upon evaluation as a statement of its commitment to the process of evaluation.

The Board should teach by example with regard to evaluation systems. It is particularly important in this era of budgetary uncertainty that the Board take the lead and demonstrate its willingness to look objectively at itself and to commit itself to this kind of assessment in the future. A period of documented openness in terms of priorities, goals, and objectives would be very beneficial in terms of needed reconstruction. This example would spearhead a movement toward the development of a coordinated evaluation system.

#2 Expansion of evaluation processes should be gradual to allow the system to assimilate the increase in feedback as constructively as possible.

Given that evaluation is basically a feedback mechanism, it is essential that those being evaluated cooperate with it. This requires that trust in the system must grow. A sudden, unannounced evaluation effort is likely to precipitate a great deal of defensiveness. The steady and committed development of an evaluation system makes it possible for all concerned to contribute to it, to test it, and to thereby minimize the required defenses. This is slow and tedious at first, but it is the fastest route to an effective evaluation system which really allows objective and reliable feedback to become part of the decision-making process.

#2 (cont.)

An example of why gradual development is advised is the experience of the Maryland State Board for Community Colleges (1976). The formula Maryland then developed which involved five factors proved to be unrealistic in terms of the required specific proposal projections which were used as criteria for evaluation. If the system develops slowly, it can use feedback to modify itself as it grows and minimize the effects of this kind of design problem.

Gradual expansion should begin in the Massachusetts system in areas in which evaluation has been employed the least for a number of reasons.

This would be the most efficient use of evaluation dollars. If initial concentration focused where there has been the least evaluation in the past, the probability of duplication would be decreased.

Those professionals in the field who have been active in evaluation would not perceive that their efforts were being ignored or supplanted by the Board office.

A Florida third party evaluation grantee (Hardy, 1975, p. 31) stated:

> In examining the CEC project by target group level (elementary, secondary, postsecondary, etc.) it is evident that there has been an attempt to provide services to all on a relatively equal basis. While this strategy will serve to keep everyone happy, it is perhaps not the best utilization of project resources if, in fact, the project's goal is to establish a balanced and coordinated career education program at all levels.

This experience supports the strategy of focusing initial evaluation efforts upon relative evaluation voids. Finally, gradual development allows decision makers to adjust to significant increases in the volume and quality of the feedback they receive.

#2 (cont.)

An analogy might clarify the need for a gradual adjustment to evaluation processes. The growth of an evaluation system is somewhat like the introduction of a German shepherd puppy into the family. When it first arrives, it is harmless and friendly, but its potential growth is known to all. If the dog becomes unruly and hurts people, it will be restrained and its freedom restricted, which in effect defeats the protective potential, the friendly companionship, and all the other advantages the dog might have offered. If, on the other hand, the dog proves trustworthy and useful, it becomes an accepted and valued member of that family, and its potential as a protective agent is maximized. The introduction of a full-grown German shepherd is quite a different situation. A successful adjustment in this case is much less likely.

#3 Annual assessment of evaluation activities should be performed to determine the extent to which the system has increased its commitment to evaluation.

The evaluation processes should model their own values by obtaining feedback from those influenced by the evaluation processes. Consistent with this modeling technique is an annual accounting of evaluation activities. "Project Evaluation" has established the status quo and maintenance of this record would be relatively easy on an annual basis.

#4 The emphasis in evaluation processes should be upon small amounts of data collected at regular intervals rather than upon comprehensive assessments performed infrequently.

As the evaluation processes proceed, each should be developed with an eye toward collecting small amounts of information on a regular schedule. If a feedback system is going to work properly, it must provide high quality data on a frequent schedule.

#4 (cont.)

> One of the primary problems with data collection is that unreasonably lengthy and detailed reports are often required which are seldom used for planning, decision making, or evaluation. A recent survey showed that colleges typically spend about six person weeks completing about seventeen different required reports from Federal and State agencies. The length of the reports leads to considerable possibility for human error. (Maryland State Board of Community Colleges, 1971).

An example of a feedback mechanism which provides a little data regularly is the thermostat in the house. The cost of that feedback system is negligible in comparison to the fuel saved by that thermostat. It would not be useful to invade a house once every two or three years with highly sophisticated thermometers and do a thorough analysis of the temperature of every corner of that house on that day. What increases efficiency is the regularity of the information and the fact that the information is used to make heating decisions. That thermometer may only be in one part of the house, but in spite of the small amounts of information provided, an efficient heating system can be managed and the occupants can adjust.

The available instrumentation for evaluation in community colleges is not as accurate as a thermometer. An additional feedback component must be utilized to improve the measuring device so that the information it provides continually increases in quality. Producing a lot of inaccurate data infrequently does not offer the opportunity of improving the instruments and the methodology, but the steady flow of small amounts of data would afford this opportunity.

The data that is generated on a regular basis should be recorded and distributed systemwide in a booklet with a title something like "Data for Decision Making, Planning, and Projecting."

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#5 Any initial efforts to expand evaluation processes should avoid duplication of those evaluations which have recently been performed.

This issue has been addressed previously in the discussion of item #2 which recommended gradual expansion of evaluation. Focusing on areas in which there has been very little or no evaluation would tend to bring the entire system up to a certain minimum standard level and coordination from that point would be easier. In areas where some evaluation exists, additional evaluation would not provide as much increased feedback as applying and focusing any initial efforts upon relative voids.

#6 Data collection should be organized and coordinated throughout the system.

The Massachusetts Community Colleges will eventually need a computerized and coordinated data system with uniform and specific definitions similar to that in use in California (Student Accountability Model, SAM). At the present time, data collection in the Massachusetts system is duplicative and inefficient. Ideally, each student could be identified by number and tracked through the system. This would mean that many data items would be collected less frequently and merely verified periodically for accuracy. However, even California is having difficulty implementing their SAM Model principally because of the lack of universal computer potential.

For the present, Massachusetts Community Colleges could agree upon a list of data items which must be collected and recorded and established a <u>firm schedule</u> for reporting these items on forms which are changed no more frequenlty than some established time frame. Requests for the "latest data" could then be referred to,

#6 (cont.)

or extracted from, the last regular report or the upcoming regular report. An analysis of the overall data needs at the Board level is currently in progress and should be very helpful in establishing the needed coordination and organization in this area.

#7 Established lines of communication with state agencies concerned with data collection should be pursued so that any data systems which are developed will be compatible with federal and state requirements.

A great variety of agencies are becoming increasingly interested in monitoring compliance with regard to federal funding stipulations. In addition, recent state legislation [P.L. 94-482 Title II, Section 112 (b) (1)] has concerned itself with research and evaluation requirements and responsibilities of related state agencies (State Manpower Services, Council, State Advisory Committees on Voc-Tech Education). A continuing relationship with representatives of these agencies will insure that the development of evaluation and research instruments will be as compatible as possible with the data requirements of these agencies.

Communication of the most accurate and comparable data is a short-term gamble especially with regard to other branches of higher education. However, in the long run, healthy growth in higher education will depend upon institutions doing those things which they do best and most efficiently. If the strengths and weaknesses are identified, it becomes possible to develop and perpetuate the strengths and improve areas of exposed weakness. If the community colleges are defensive, the impression that there is something to hide may be created.

#8 Evaluation systems to be developed should be geared to provide feedback concerning the progress of the priorities of the system.

Community colleges will thrive if they are not seduced from their original identity which was responsible for their outstanding popularity. A feedback mechanism has a way of influencing a system in the direction of the philosophy behind it. Therefore, evaluation requirements of federally funded programs may indeed foster the growth of the kinds of programs they evaluate. For example, the stated purpose of the California CONES system is "to improve the quality and availability of occupational education at California community colleges."

In the absence of a similar evaluation process for other community college programs, the enhancement of occupational programs and an increase in their frequency might well exceed the intentions of the system. That is why the evaluation process should relate to all of the programs offered by the system and not just a special group.

#9 One individual at the Board Office and one individual at each college in the system should be designated as responsible for the coordination of data systems.

Personal responsibility for coordination and communication of data might serve to provide cohesiveness to the existing data systems. New positions need not be created at this time, but the precipitation of the coordination and communication functions might increase system efficiency.

In Pennsylvania (Winter, 1975), "Reality Based Evaluations" has been based upon the assumption that data collection and evaluation functions will be performed by existing staff. This makes sense for several reasons.

1. "The extent to which staff are involved in a study strongly influences the extent to which results of the study impact their decision making." (Hecht, ERIC Document, 1975)

2. Financial restrictions.

3. The advisability of progressing slowly in the development of evaluation processes.

#10 Uniform application of program evaluation systems to all community college programs.

If evaluation is focused upon relative voids, it should be developed so that it can be applied to as wide a variety of programs as possible. In addition, the degree of specificity will have to be increased systemwide according to the level of trust and the degree to which the individuals involved are capable of dealing with this level of specifity.

CHAPTER III

EVALUATION INVENTORY

EVALUATION INVENTORY

This section of the report is the summarized result of the responses to President Callahan's memorandum CC 77-187. It was necessary to establish the level of research and evaluation within the system before making recommendations for the future.

Method

All of the Massachusetts Community Colleges were asked to conduct an evaluation inventory in a memorandum from President Callahan, CC 77-187. Information concerning placement and follow-up studies, attrition rates, self-evaluation activities, and enrollment trends was requested. The colleges were not required to conduct any new studies nor write any reports. However, lists and copies of the existing reports and instrumentation were requested. Every one of the fifteen colleges responded to this request and the summarized inventory of evaluation systems and efforts can be found in the appendix to this chapter.

Enrollment trends

Enrollment data is available systemwide and is reported regularly to the Board Office. However, analysis of this data in the form of projected trends has been limited to five colleges.

Manpower studies

Three colleges have participated in a cooperative effort to develop local manpower statistics for their region. Other manpower studies have been in connection with grant proposals and have generally referred to data provided by the Division of Employment Security.

Attrition Studies

Seven colleges reported a total of thirty-one attrition studies which were performed as early as 1968 in two of the colleges. At least one college has developed a formal withdrawal form which provides a variety of pertinent data relating to attrition and follow-up.*

Self-Evaluation Studies

A total of thirty-three self-evaluation studies were reported. These ranged from individual faculty efforts to institutionwide accreditation activities. This figure excludes the thirty programs evaluated by Carkhuff and the eight programs involved in the Project Evaluation Pilot Study this spring.

Self-evaluation has been concentrated in two areas, career programs and programs supported by grant funds. Coordination of self-evaluation has never emerged beyond the pilot stage.

Short-Range** Placement/Follow-Up Studies

Fourteen of the fifteen colleges have conducted a total of seventy-eight short-range follow-up studies. Ninety-five percent of the reported short-range studies have been conducted since 1974. The one college of the fifteen to report no completed studies (the youngest college of the fifteen) is in the midst of a placement study of the current graduates. Five colleges reported short-range placement/follow-up studies earlier than 1974.

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*See Appendix B

**Short-range means that there is less than two years between the time the student graduated and the first questionnaires were mailed.

Long-Range* Placement/Follow-Up Studies

The majority (nine) of the colleges reported no long-range follow-up studies. However, six colleges reported fourteen general, institution-wide follow-up studies and fifteen special or departmentally restricted long-range studies.

Volunteerism for Pilot Studies

Over the period from February 25, 1977, until April 7, 1977, five colleges volunteered for participation in the on-site visits and the placement and follow-up studies. The campus selection was made using several criteria.

1. Degree responsiveness to CC 77-187 as a measure of interest in and capability of participation in the pilot study.
2. The existence of the most preferred career programs at the colleges, and the willingness of the colleges to volunteer those programs.
3. The age of the programs at the campuses. Older programs were preferred so that adequate numbers of graduates would be available for the placement follow-up component.

Selection of the most preferred career programs was based upon four criteria which were used in an effort to assure that the pilot project would be tested on programs which would represent a large proportion of the career programs in the system. These criteria were as follows:

1. The number of colleges offering the program in the system.
2. The total number of students enrolled in all of the programs within the system.

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*Long-range means that more than two years has elapsed from the time at least some of the students in the study graduated and the time that the first questionnaires were mailed.

3. The total amount of grant money awarded in Fiscal Year 1976 to this kind of program within the system.
4. The percentage of the total number of students enrolled in the general career area which are enrolled in that program across the system.

Grant money was included as a criterion because project evaluation was intended to be a catalytic agent in the development of career program evaluation which would meet the requirements of grant sources.

Thirteen programs were selected and included in order of priority under each general program area (Business, Health, Engineering, and Service). This prioritized list can be found in Appendix A. The two colleges which were selected for the pilot studies allowed the project to include the programs considered to be of the highest priority in each general area. The two campuses and the programs at each which were selected for the pilot project were as follows:

Northern Essex Community College

Executive Secretarial (Business)
Nursing (Health)
Environmental Control Technology (Engineering)
Early Childhood Education (Service)

Massasoit Community College

Executive Secretarial (Business)
APEX (An innovative Secretarial Program - Business)
Engineering Technology (Engineering)
Police Science (Service)

The campus selections were announced immediately to all of the colleges in the system.

Constructive Suggestions from the Field

The suggestions from the fifteen colleges are listed below:

Two attached statements...show an understanding of the value of evaluation and follow-up, but express concern that time and staffing requirements of program implementation interferes with systematic evaluation.

Several health-related programs (Nursing and Dental Hygiene, in particular) have competitive and selective admissions, while business administration, technical programs, Liberal arts, and Liberal Studies are open door admissions (to the degree space is available). It would seem that this fact should be taken into consideration in evaluations--particularly in comparisons.

Parts of several programs have registry, accreditations, and licensing requirements which somewhat dictate that the program evaluation procedures be designed to accommodate but not be slavish to these requirements.

Each college should be provided with an ample supply of double postal cards--one half containing instructions and the return half containing simple, key questions which each graduate is requested to answer and return. A uniform schedule and uniform guidelines for use of these by all colleges should be established after full consultation with the colleges.

As for constructive suggestions with regard to system-wide program evaluation, I might remind the designers to work within the framework of the negotiated contract (MBRCC-MCCC AGREEMENT) especially regarding the evaluation of teachers. We do not want to set up something that might lead to violations or contests of the agreement.

Wherever rating scales are used for evaluator responses to specific items, these should allow for at least five to seven clearly defined gradients.

Whatever system this state institutes should dovetail with whatever national accreditation system(s) are adopted.

Notify all levels of command in the colleges to be evaluated at least one month prior to conducting evaluations. Procedures should be thoroughly understood by both evaluators and those being evaluated. Data obtained from evaluations should be used sparingly in comparisons between institutions, if at all, until validated procedures are worked out and approved by participating colleges.

The time between the announcement of the availability of an award and the deadline for application is often extremely brief. The time period is usually one month, often less. For example, guidelines and application forms were received at this college on March 2, and the completed proposals had to be marked March 28, 1977. Current MBRCC

policy requires that grant proposals be cleared by the Board. Obtaining clearance while still being able to meet deadlines is sometimes very difficult. . . . I would like to suggest that the MBRCC develop a policy and a set of procedures that will allow the community colleges to more easily apply for and implement grants.

The evaluative instrument developed should have enough flexibility to be able to evaluate effectively the innovative, unusual, pilot, and experimental programs.

Staff should be experienced and trained appropriately to implement program evaluation.

The central office and each college should have a position funded for institutional research. These persons could then develop standard instruments which reflect the variety of data that is necessary on a regular basis.

CHAPTER IV

ON-SITE PILOTS OF THE CALIFORNIA COMMUNITY COLLEGE OCCUPATIONAL PROGRAM EVALUATION SYSTEM (COPES)

COPES PILOT

Historical Background

The California Community College System has been developing and refining COPES since 1971 when it first began. The Massachusetts Board of Regional Community Colleges took an active interest in COPES as early as 1973. A personal visit to California by the Director of Programs, Michael Najarian, was followed by a workship in New England hosted by the Massachusetts Community College system for the entire New England area. Holyoke Community College was stimulated by this workshop to pilot COPES at their campus two years later.

Some material was available at the Board Office concerning COPES. This was updated by communicating directly with Dr. William Morris in California and by reviewing the most recent manual and instrumentation* sent promptly by Dr. Morris at the request of the project director. In addition, Dr. Morris and Mr. John Hubbard were kind enough to provide all of the appropriate computer programs for each of the questionnaires planned for use in this pilot project.

On-Site Team Recruitment

The team members were recruited from within the faculty and administration of the Massachusetts Community College System. However, no team members were recruited from colleges which were to participate in either of the pilot studies.

Team training was limited to a single meeting at the Board Office and by provision of a booklet of materials prior to the

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*See Appendix C.

site visit. The campus visits were scheduled sequentially and the team leader of the second pilot study participated as a team member of the first study. This experience proved very useful and was the best possible training for his role as team leader in the second campus visit.

These pilot projects have made some things clear which are difficult to appreciate by merely reading the COPES manual. The system is really a group of interdependent systems with philosophical assumptions underlying them all. The systems appear to be as follows:

A. Team Training System.

B. Computer Analysis System for tabulating and summarizing responses to questionnaires.

C. On-site Team Visitation System with accompanying timetable and its own instrumentation.

D. Feedback and Revision System for COPES itself (Instrumentation and Processes).

E. Public Relations and Communication System.

The time frame for the pilot project was too restricted to allow for a complete and coordinated execution of the entire COPES System. The project director decided that adherence to the basic philosophy of the system was of the highest priority. One of the very important manifestations of this underlying philosophy was that the campuses voluntarily participate in the pilot projects. Sufficient volunteerism was precipitated, in part, by personally visiting a number of college campuses. By April 4, 1977, the pilot campuses could be selected. The on-site visits began, three weeks later, on April 25, 1977. The recommended time span is thirteen weeks from the time that the college volunteers until the time of the team visit.

There were, therefore, a number of aspects of the COPES System which were not given an adequate trial.

During this pilot there was no available person with any practical experience to aid in the team training aspect of the project. Therefore, team training was limited to reading and some question and answer sessions at the Board Office.

The computer analysis of student and faculty responses was given an adequate test during the pilot. However, the team members were given only two or three days to study the computer printouts. The administrative questionnaire was far too detailed to be completed before the campus visits, but both campuses completed the forms in time to be considered by the team leaders before writing their reports. In addition, input from Advisory Board members were not a significant part of this pilot study because these forms had to be mailed and the time required for this process is considerably longer than that required for students and faculty who are on campus regularly.

The team visit was tested twice in the midst of considerable faculty unrest. In spite of the union activity, the teams completed their interviews and visitations on schedule.

Faculty in the participating programs provided adequate feedback to the team during the visit, and the team members used the formal, standardized COPES feedback forms to communicate their reactions to the team leaders after the visit was completed.

Team Leaders' Report

Both of the COPES team leaders have submitted their reports to the Board Office concerning the recommended adaptations of the COPES System. Both of the team leaders were in favor of pursuing

this system, but they emphasized the need for a more intense team training program and a more aggressive public relations campaign, particularly on the campuses to be evaluated and months in advance of the site visit.

Some very specific recommendations concerning revision of the faculty/department chairperson/division chairperson questionnaire have been made by Mr. Mercurio and seconded by Dean Briscoe.*

*See Appendix C.

COPES RECOMMENDATIONS (In Order of Priority)

1. Pursue the gradual development and expansion of COPES and adapt the system after each application.

2. Maintain voluntary campus participation in site team visitation and encourage collegewide participation in the decision.

3. Institutionalize adequate system to insure confidentiality.

4. Emphasize the feedback-revision aspect of COPES and provide for continuing input from all groups potentially impacted by the system.

5. Maintain college level control of distribution of COPES report.

6. Emphasize training of team members.

7. Thoroughly communicate the nature and purpose of COPES throughout the system and particularly in participating institutions.

8. Develop tentative screening device to select programs and test the device in the next round of COPES evaluations.

9. Use modified COPES instrumentation on some non-career programs in the coming year.

10. Use COPES to identify the most crucial evaluation needs in the system and use this as a basis for grant applications to do research and evaluation.

11. Redesign faculty/department chairperson/division chairperson form as recommended by Mr. Mercurio and use this in the next round of COPES evaluations.

DISCUSSION OF COPES RECOMMENDATIONS

1. Pursue the gradual development and expansion of COPES and adapt the system after each application.

In order to develop trust in the evaluation system and to insure that the processes and instrumentation are appropriate for the Massachusetts Community Colleges, a gradual expansion of COPES is recommended. Two more colleges could be involved in the next round of evaluations during the fall semester, and two to four more could be involved during the spring semester. Revision of the system after each round based upon feedback from the participants would insure the appropriateness of the system.

2. Maintain voluntary campus participation in site team visitation and encourage collegewide participation in the decision to participate.

Allowing campuses to volunteer for further COPES site visits would prevent overburdening a campus and would make it possible for the professionals on each campus to "dovetail" accreditation studies and departmental licensing requirements with the COPES effort. As the system develops and is further revised, it should become easier and more appropriate to identify certain programs and campuses which are relative evaluation voids and target these areas as highly desirable for the COPES visits. As the reputation of the system grows, it should serve as an aid in convincing campuses and programs to voluntarily participate.

Since implementation of COPES depends upon the hard work and cooperation of college faculty and administration, and since the information generated by COPES is for use primarily as feedback

for the participating programs with an eye toward improving those programs, it is most appropriate to involve these individuals in the decision to participate.

3. Institutionalize adequate system to insure confidentiality.

Survey forms should be sent directly to the computer center in sealed envelopes. No one at the college should review any of the forms. The written comments should be extracted from the forms, typed, and returned to the campus along with the computerized summary of the survey responses. The forms should be destroyed at the computer center after the information has been key punched. This procedure should be explained to all respondents prior to the arrival of the forms on campus.

4. Emphasize the feedback-revision aspect of COPES and provide for continuing input from all groups potentially impacted by the system.

This feedback component is very important if COPES is to establish its own credibility. The extent to which feedback was considered and the impact it had upon the COPES system should be well docuemtned and disseminated throughout the system. In addition, the actual changeds stimulated by these original pilot projects and any future COPES applications should be recorded to document the effectiveness of the system.

5. Maintain college level control of the distribution of COPES reports.

So long as the Massachusetts Board of Regional Community Colleges does not try to use the evaluation on a comparison basis, between colleges, COPES may be valuable to our college.*

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*Comment written by one of the participants in the 1973 COPES Workshop.

If feedback is to be as accurate as possible, it should not be a source of undue anxiety or discomfort. Control of COPES reports at the local level makes it possible for each college president to judge the relative advantages and disadvantages of any specific report. The judgment as to whether undue damage would be caused is probably most accurately estimated by someone at the campus who is aware of all the parameters of the campus situation at the time the report arrives on campus.

6. Emphasize training of team members.

A workshop for the team members should be conducted at least one month before the site visit and the experiences of the most recent pilot projects should be shared with future team members as part of their training.

7. Thoroughly communicate the nature and purpose of COPES throughout the system and particularly in participating institutions.

The need to advertise the nature and purposes of COPES cannot be underestimated. Fliers should be distributed on every campus concerning the current status of COPES and if the system becomes institutionalized it should be discussed in such documents as faculty handbooks and the Board Policy Manual.

8. Develop tentative screening device to select programs and test the device in the next round of COPES evaluations.

A screening device similar to that developed at Gateway Technical Institute (Becker, 1976) should be used during the next round of COPES evaluations. Refinement of this instrument could become a very useful tool in focusing evaluation efforts, in the future, upon programs with the highest probability of need for feedback.

9. Use modified COPES instrumentation on some non-career programs in the coming year.

The positive effects of COPES should be enjoyed by all of the programs within the system. A pilot project involving the application of the COPES processes and instrumentation to a non-career program should be attempted in the spring of the coming academic year (Spring 1978).

10. Use COPES to identify the most crucial evaluation needs in the system and use this as a basis for grant applications to do research and evaluation.

California has been using the COPES system as a source of research suggestions and as a basis for supporting grant proposals for research in the areas indicated by the feedback process. Such procedures would be a very convenient method for indicating potential practicum and dissertation topics for faculty and administrators participating in graduate programs.

11. Redesign the faculty/department chairperson/division chairperson form as recommended by Mr. Mercurio and use this in the next round of COPES evaluations.

The mutual recommendation of the team leaders for revision of the COPES instrumentation is a strong indicator of the need for change. These revisions should be instituted and the complete program adjusted so that the revised forms could be used at two volunteering campuses this fall.

CHAPTER V

PLACEMENT AND FOLLOW-UP SYSTEM DEVELOPMENT

PLACEMENT AND FOLLOW-UP RECOMMENDATIONS
(In Order of Priority)

1. Gradual but continuous alteration and coordination of placement and follow-up systems should be pursued.

2. The requirements of funding sources, governmental agencies, and legislative mandates should be considered in the development of placement and follow-up systems.

3. The community college should pursue the established, cooperative relationship with the two branches of higher education with regard to collection of placement data.

4. Use placement and follow-up data as a basis for comparing the relative success of the fifteen colleges.

DISCUSSION OF PLACEMENT AND FOLLOW-UP RECOMMENDATIONS (In Order of Priority)

1. Gradual but continuous alteration and coordination of placement and follow-up systems should be pursued.

Much time and energy have already been invested and committed to ongoing placement and follow-up efforts within the Massachusetts Community Colleges. This wealth of experience in the field should be used to advantage in the development of a coordinated placement and follow-up system.

Two very useful developments in this field will serve as examples. The placement department at Bunker Hill Community College has instituted an independent rostering system for all former students who take part in surveys undertaken by that office. Such a system avoids the controversy of using the students' social security number which could possibly divulge the identity of the respondent, as well as his or her "confidential" responses.

Holyoke Community College has devised a form for withdrawing students to complete which provides a copy for the registrar, the instructor, the student personnel office, and the financial aid office. The form attempts to determine causes of attrition at that campus.

Such efforts should be carefully nurtured and brought together in a coordinated, systemwide process. The system should be evolutionary and flexible--taking advantage of and encouraging the healthiest elements so that they expand throughout the system.

During this evolutionary development, a vision, which should be both flexible and evolutionary, should serve as the direction

finder for the system. An ideal system will never come to pass, but an ideal may serve as a good guide. The following system is suggested as this kind of guide.

> Eventually, the placement and follow-up system should begin at orientation by exposing all the incoming freshmen to the questionnaires used by the institution. The importance of these surveys should be explained and students should be advised as to when to expect these surveys in the mail. Certain background data elements could be recorded at this time and merely updated in future surveys. This background data could be recorded on computer tapes and combined with data collected in future surveys. Placement data should also be collected by each institution annually at graduation or at the time of withdrawal, six to nine months after graduation or withdrawal, and a random sample of all graduates should be surveyed at every fifth anniversary of the institutions. All of this information should be added to the computer tapes, so that it could be retrieved and analyzed at a moment's notice in response to legislative or other agency requests.*
>
> As a means to stimulate the development of this system, a fee could be collected at registration refundable at the time of formal withdrawal or graduation. Students informally withdrawing would automatically forfeit this refund and this money could be earmarked for use in the collection of placement, follow-up, and attrition data.

The first step in the development of a coordinated placement/follow-up/attrition system might be the adoption of a uniform, short-range placement questionnaire.** In addition, the long-range questionnaire used in the Northern Essex pilot project could be adopted, with minor revision, for the entire system.

2. The requirements of funding sources, governmental agencies, and legislative mandates should be considered in the development of placement and follow-up systems.

The Department of Education, the Department of Manpower Development, and the Massachusetts Advisory Council on Vocational-Technical

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*For more detailed procedures, see California's Student Accountability Model (Morris, 1977).

**The most recent draft of this survey may be found in the Appendix D.

Education are examples of agencies with which the Board Office should maintain a steady liaison. In addition, laws which impact placement and follow-up systems should be carefully considered:

> Each state shall evaluate by using data collected, wherever possible, by statistically valid sampling techniques, each such program within the state which purports to impact entry level job skills according to the extent to which program completors and leavers:
>
> (i) find employment in occupations related to their training and
>
> (ii) are considered by their employers to be well-trained and prepared for employment.
>
> Except that in no case can pursuit of additional education or training by program completors or leavers be considered negatively in these evaluations. [P.L. 94-482 Title II, Section 112 (b) (1)

In addition to the above-cited legislation, the community colleges are required to establish the residence of their students, and form OE 3139 must be completed to provide information on occupational education. Data required for these reports as well as information needed for affirmative action is intimately related to data typically collected by placement surveys. The possibility of collecting this information with a single survey should be seriously considered.

Finally, both the Buckley Amendment and the Massachusetts Fair Information Act impact any data system of this kind. The precise limitations presented by these laws should be outlined and distributed to all of the community colleges and steps should be taken to insure that students' rights under these laws are protected while at the same time providing as much directory information as is possible to legitimate researchers.

3. The community college should pursue the established, cooperative relationship with the two branches of higher education with regard to collection of placement data.

The short-term questionnaire which has been reviewed and revised a number of times by the Massachusetts Public Higher Education Career Planning and Placement Council should be pursued so that higher education in Massachusetts will finally have a uniform placement survey.

4. Use placement and follow-up data as a basis for comaring the relative success of the fifteen colleges.

Factual data such as that produced by placement studies, which can be validated by means of employer and random telephone surveys of respondents, would be one way to compare the success of various programs and institutions. This kind of data is not subject to the same kind of distortions which could be produced by using the perceptual responses of faculty and administrators in self-evaluations such as COPES to compare programs and institutions.

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APPENDIX A

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The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111
DIVISION OF
OCCUPATIONAL EDUCATION

MAY 25 10 49 AM 1977

Mr. William Dwyer, President
Mass.Board of Reg.CC
177 Milk St.
Boston, MA 02109

DATE: September 26, 1975

SCH:# 390-000 RE: Board of CC.

F/Y 1976

Dear Mr. Dwyer:

We have received from your office the signed agreement as requested for Occupational Projects funded under PL.92-318(formerly PL.90-576)for Operational Year 1976 (July 1, 1975 - June 30, 1976). Payments due for each of the programs are as follows:

CATEGORY-PROGRAM	AMOUNT OF GRANT	PRESENT PAYMENT
PS-Community Colleges-Div.of Occup. Education Evaluation System	$ 16,750.	$ 4,188.
TOTAL	$ 16,750.	$ 4,188..

Since Federal funds are on a continuing resolution, we are able to send you an first installment of 25 %. This payment, has been scheduled on a warrant and should be received by the treasurer of Board of Reg.CC within approximately 30 days. Subsequent payments will follow shortly. Final payment will be issued after the program has been evaluated by the Division of Occupational Education staff.

Please note that these Federal funds must be handled as a separate account and expended on the order of the local school authorities in accordance with the signed agreement.

Sincerely,

Patrick J. Weagraff
Associate Commissioner
Division of Occupational Education

(: Treasurer-Business Manager
w-#22

EWB MBPCC 7/29/77

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
OCCUPATIONAL EDUCATION

November 6, 1976

Mr. Michael Najarian
Director of Programs
Board of Regional Community Colleges
177 Milk Street
Boston, MA. 02109

Dear Mr. Najarian:

This Office has received your letter of November 29, 1976 explaining the delay of the implementation of Project Number P.S. 8976.

Please submit to us the name of the program coordinator once that person is selected

In addition we shall expect a report in July, 1977 indicating the results of the project.

Sincerely,

Salvatore A. Gulino

Salvatore A. Gulino
Educational Specialist III
Office of Apprenticeship Training
Division of Occupational Education

SAG:rm

EWB MBRCC 7/29/77

The Commonwealth of Massachusetts
Board of Regional Community Colleges
CUSTOM HOUSE PLAZA
177 MILK STREET, BOSTON, MASS. 02109
Telephone: 727-2876

November 29,1976

Anthony V Cipriano, Director
Bureau of Postsecondary Occupational-
Technical Education
182 Tremont Street
Boston, Mass.

Dear Tony,

In response to your request for information on P.S. 8976, Evaluation of Community College occupational programs, I wish to submit the following.

The program evaluation project 's implementation was delayed by the decision of the Educational Policies Committee of the Board so that faculty, student, and institutional evaluation components could be incorporated. This required review of the proposed program by the Councils of Deans and Presidents. This review process was subsequently delayed by the collective bargaining process which continued throughout this year. Because faculty evaluation and student evaluation of faculty were both elements being considered in the collective bargaining discussions, no evaluation could be initiated until those issues were clarified.

The Board finally approved the program evaluation project at its last meeting and the hiring of a program coordinator for a six month period ending June 30,1977. Since I have had several discussions with Dr Berenson of Carkhuff Associates, I believe the two projects will be compatible in nature. It is essential in view of the new vocational education act that this system have as much program baseline data as possible. There is much information on all of our career programs that is needed as it relates to attrition, placement,and followup. As indicated in the project narrative, the COPES program evaluation system will be incorporated into our program.

Sincerely,

Michael Najarian,
Director of Programs

EWB MBRCC 7/29/77

The Commonwealth of Massachusetts

cc 77-187

Board of Regional Community Colleges

THE GRAIN EXCHANGE BUILDING
177 MILK STREET, BOSTON, MASS. 02109
Telephone: 727-2876

MEMORANDUM

TO: All Presidents, Community Colleges

FROM: John Callahan Acting President

SUBJECT: Career Program Evaluation

DATE: February 11, 1977

The Board has received a Federal grant from the Division of Occupational Education to conduct a program evaluation study of occupational programs in the community colleges. In order to implement this program the Board has hired on a temporary basis Professor Eugene W. Butler who is on leave of absence from Quinsigamond Community College to serve as Coordinator of Program Evaluation. He will be responsible for the development of a standardized program evaluation instrument and an on-site evaluation of selected career programs at two community colleges. The project will also include an assessment of existing placement and follow-up data systems and related information on enrollment trends.

In past discussions with the Division of Occupational Education staff, we have indicated that we were at the best position to conduct program evaluations. Because of the explicitly stated requirement in the new vocational education act for annual program evaluation and a comprehensive evaluation report on all Federally-funded post-secondary occupational programs it is essential that we develop a standardized program evaluation system in conjunction with the colleges. The alternative is to have the Division of Occupational Education conduct these evaluations. The current project will serve to develop the needed system and to provide a sound data base for these future evaluation activities which will be delegated to this board under a joint policy currently being drafted by the two boards, MBRCC and the Board of Education.

The project to be completed by June 30, 1977 will hopefully provide to the Board significant program information which currently exists at the college level but has not always been available to the Board for its use.

Board staff is aware of the program evaluation activities of Carkhuff Associates which received an FY 77 contract from the division to perform a third party evaluation of career programs in the colleges which were funded during the past two fiscal years. We have met with Dr. David Berenson, Project Director for Carkhuff Associates and will make every effort to eliminate overlapping of activities during the coming months.

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It is requested that the colleges volunteer their campuses and career programs for the on-site evaluation component of this project. Two colleges will be selected for the purpose of evaluating four career programs, one in each of the four major areas, i.e. business, health, engineering, and service. A random sample study of program graduates will also be conducted at these same two colleges.

The enclosed attachment identifies the Board's needs for data and systems from each college in support of this program. Your cooperation and participation are invited during the coming weeks as the project proceeds in the development of a program evaluation system which will meet the needs of the Board, the individual college, and the new vocational education act. Requested information should be sent to the Board Office no later than March 24, 1977.

JC:gb

Enc.

cc Deans of Academic Affairs
Deans of Student Services
Registrar and Placement Officers
Educational Policies Committee
John Conner
Michael Najarian

The following information is requested of each college by March 24th:

1) Please list all current and previous follow-up studies, placement and attrition data, and self-evaluation activities at your institution, especially with regard to federally-funded, career programs.

2) If available, please provide one copy each of all of the above listed summaries and reports which have been completed to date concerning:

   a. follow-up studies (wherever currently available)

   b. placement information (wherever currently available) including lists of students' names, addresses, telephone numbers, programs at graduation, employers' addresses and telephone numbers, graduate transfer information, and employment data (salary and job satisfaction of students)

   c. descriptions of self-evaluation processes such as the modified Community College Occupational Programs Evaluation System (Copes-style evaluation) currently in use at Holyoke Community College. Please include one blank copy of each questionnaire used in the self-evaluation processes on your campus, but do not include the self-evaluation reports themselves or any of the questionnaires which have been filled out by participants in your self-evaluation process.

   d. best estimates of enrollment trends.

3) Please identify any unique institutional features which you think might influence the evaluation process at your college.

4) Please provide any constructive suggestions or ideas concerning the plans outlined in this request including any input which you would like to contribute in this initial phase of development.

The following project tasks are planned for completion by June 30, 1977:

a) An assessment and summary of all past and current self-evaluation systems, and currently available follow-up and placement studies (Planned completion date--4/8/77)

b) A pilot study, including on-site visitations, at two volunteering colleges to test and develop a modified, Copes-style evaluation procedure to be used as a standardized program evaluation process within the Massachusetts Community College system (Planned completion date--5/15/77)

c) A follow-up study of a stratified, random sample of certain (4) career program graduates at these same two, volunteering colleges (Planned completion date--5/15/77).

If any of the information requested above is not readily available at your college, please do not undertake new research activities to obtain it.

EWB MBRCC 7/29/77

CAREER PROGRAMS

NAME OF PROGRAM	FREQUENCY
Administration Word Processing	1
Administrative Assistant - Education	
Administrative Services Management	
Advanced Metal Machinery Technology	
Agriculture Business	
Air Quality	
Air Transportation	
Audio-Visual (Media Technology)	
Aviation Science	
Bio-Medical Technician	
Building and Plant Management	
Chemical Technology	
Child Care	
Children with Special Needs	
Commercial Art	
Conservation Technology	
Construction and Building	
Cosmetology Assistant (1 yr)	
Cosmetology Management	
Criminal Justice	
Culinary Arts	
Drug and Alcoholic Rehabilitation	
Early Childhood Education (1 yr)	
Education Assistant	
Electro-Mechanical Drafting	
Electronic Benchwork Technician	
Federal Government	
Floriculture	
Food Service Management	
Geriatric Associate	
Graphic Art (Commercial Art)	
Health Care Facilities Activities Director	
Health Care Facilities Management	
Horticulture	
Horticulture Commodities	
Journalism	
Land Surveying	
Land Use Planning	
Laser Electro-Optics Technology	
Library Assistant	
Library Associate	
Local Government	

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NAME OF PROGRAM	FREQUENCY
Machine and Tool Design Technology	1
Manufacturing Engineering	
Mass Urban Transportation	
Media Technology	
Mold Making (Mechanical Technology)	
Motor Freight (Rail/Truck)	
Nursery Management	
Office Services	
Operating Room Technician	
Pediatric Assistant	
Pest Control	
Photography and Media Production	
Plant Engineering	
Probation	
Public Administration	
Public Communications Technology	
Public Health Technician	
Radiation Therapy	
Secretarial - Statistical	
Security Administration	
Social Welfare	
Social Work Associate	
Solid Waste Disposal	
State Government	
Telecommunications Technician	
Turf Management	
Two-Way Radio Technician	
Urban Studies	
Water Quality	
Youth Services Associate	
Administrative Assistant	2
Animal Science Technology	
Automotive Technology	
Business Technology	
Corrections	
Court Reporting	
Dental Assistant	
Dental Lab Technology	
Diagnostic Medical Sonography	
Electrical Technology	
Electronic Engineering Assistant	
Engineering Technology	
Food Science and Nutrition	

EWB MRPCC 7/29/77

NAME OF PROGRAM	FREQUENCY
Industrial Management	2
Industrial Technology	
Interior Design	
Landscape Technology	
Medical Assistant	
Medical Transcriptionist	
Natural Resources Management	
Nuclear Medical Technician	
Nursing Home Management	
Occupational Safety and Health Technology	
Occupational Therapy Assistant	
Office Management	
Physical Therapy Assistant	
Printing Management	
Public Environmental Health Technician	
Real Estate	
Retail Food Distribution Management	
Small Business Management	
Social Service Associate	
Drafting Assistant	3
General Human Services	
Insurance	
Legal Assistant	
Medical Records Technology	
Recreational Leadership	
Secretarial - Technical	
Banking and Finance	4
Civil Technologies	
Hotel - Motel and Food Service Management	
Mechanical Engineering	
Medical Laboratory Technician	
Secretarial - Bilingual	
Computer Programming	5
Dental Hygiene	
Electro-Mechanical Technology	
Respiratory Therapy	
Retail Management	
Retailing	
Secretarial - General	

NAME OF PROGRAM	FREQUENCY
Environmental Technology.	6
Office Assistant (1 yr)	
Mental Health Associate	7
Business Management	8
General Business.	
Marketing	
Radiological Technology	
Electronics Technology.	
Business Data Processing.	9
Early Childhood Education	10
General Management.	
Emergency Medical Technology.	11
Secretarial - Legal	
Secretarial - Medical	
Fire Protection and Safety Technology	13
Law Enforcement	
Nurse Education	14
Secretarial - Executive	15
Accounting Associate.	

CAREER PROGRAMS FOR CONSIDERATION
IN PROGRAM EVALUATION PILOT STUDY
(Data as of February, 1977)

BUSINESS PROGRAMS

EXECUTIVE SECRETARIAL

-Number of programs - 11
-Systemwide enrollment 1976/77 - 1109
-Percentage of total business/office enrollment - 11.31%
-Grants 1976:

Cape Cod	$9,000
Greenfield	$14,300
Holyoke	$51,335
Mass. Bay	$18,750
Middlesex	$16,800
Mt. Wachusett	$12,500
Northern Essex	$33,967
Total	$156,652

DATA PROCESSING

-Number of programs - 11
-Systemwide enrollment 1976/77 - 578
-Percentage of total business/office enrollment - 5.89%
-Grants 1976

Roxbury	$40,461
Massasoit	$12,700
Total	$53,161

ACCOUNTANT ASSOCIATE

-Number of programs - 8
-Systemwide enrollment 1976/77 - 707
-Percentage of total business/office enrollment - 7.2%
-Grants 1976:

Berkshire	$1,680
Massasoit	$8,205
Total	$9,885

HEALTH PROGRAMS

NURSING (A.D.)

-Number of programs - 14
-Systemwide enrollment 1976/77 - 1588
-Percentage of Allied Health Program enrollment - 41.40%
-Grants 1976:

Bunker Hill	$46,900
Massasoit	$19,320
Middlesex	$13,500
Total	$79,720

RADIOLOGICAL TECH.

-Number of programs - 8
-Systemwide enrollment 1976/77 - 322
-Percentage of Allied Health Program enrollment - 8.40%

MEDICAL RECORDS TECHNICIAN

-Number of programs - 3
-Systemwide enrollment 1976/77 - 146
-Percentage of Allied Health Program enrollment - 3.81%
-Grants 1976:
Holyoke $12,000

ENGINEERING PROGRAMS

BASIC ENGINEERING

-Number of programs - 10
-Systemwide enrollment 1976/77 - 599
-Percentage of Technical/Engineering enrollment - 31.95%

ELECTRONIC TECHNOLOGY

-Number of programs - 6
-Systemwide enrollment 1976/77 - 351
-Percentage of Technical/Engineering enrollment - 18.72%
-Grants 1976:
Roxbury. $10,461

ENVIRONMENTAL CONTROL TECH.

-Number of programs - 1
-Systemwide enrollment 1976/77 - 92
-Percentage of Technical/Engineering enrollment - 4.91%
-Grants 1976:
Springfield Tech. $12,000

CIVIL TECHNOLOGY

-Number of programs - 5
-Systemwide enrollment 1976/77 - 92
-Percentage of Technical/Engineering enrollment - 13.17%

EMB MRBJC 7/20/77

POLICE SCIENCE TECH.

-Number of programs - 13
-Systemwide enrollment 1976/77 - 1157
-Percentage of total Service Occupation enrollment - 30.77%
-Grants 1976
Mass. Bay. $11,200
Northern Essex $24,371
Total. $35,571

CARE AND GUIDANCE OF CHILDREN

-Number of programs - 9
-Systemwide enrollment 1976/77 - 557
-Percentage of total Service Occupation enrollment - 14.81%

HUMAN SERVICE

-Number of programs - 9
-Systemwide enrollment 1976/77 - 554
-Percentage of total Service Occupation enrollment - 14.81%
-Grants 1976:
Mt. Wachusett $11,700

EJB MB2CJ 7/20/77

APPENDIX B

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PLACEMENT DIRECTORS OR EQUIVALENTS

MASSACHUSETTS REGIONAL COMMUNITY COLLEGES (April, 1977)

(Mr)Arnold J. Pisani, Director of Placement Services (1441-413)499-4660
Berkshire Community College, West St, Pittsfield 01201

James D. Crosson, EdD; Director of Job Placement (1441)678-2811
Bristol CC, 777 Elsbree St, Fall River 02720

(Mr) Gregory W. Gallagher, Placement Director
Bunker Hill CC, Rutherford Ave, Charlestown 02129 (9)241-8600

(Miss) Mary Solomita, Director of Counselling & Acting Placement Director
Cape Cod CC, West Barnstable 02668 (1441)362-2131

(Ms) Sally A. Sears, Director of Transfer and Placement
GREENFIELD CC, 1 College Dr, Greenfield 01301 (1441-413)774-3131

(Mr) William F. O'Meara, Director of Placement
Holyoke CC, 303 Homestead Ave, Holyoke 01040 (1441-413)538-7000

(Mrs) Carol Sharpton, Career Planning and Placement Counsellor
Mass. Bay CC--Wellesley, 50 Oakland St, Wellesley Hills 02187 (9)237-1100

(Mr) Richard Murphy, Director of Placement
Massasoit CC, 290 Thatcher St, Brockton 02402 (1441)588-9100

(Mr) Fred J. Wetzel, Director of Financial Aid and Placement
Middlesex CC, Springs Rd, Bedford 01730 (9)275-8910

(Mrs) Barbara T. Landry, Guidance Counsellor & Acting Placement Director
Mt Wachusett CC, Green St, Gardner 01440 (1441)632-6600

(Mr) Michael Rubino, Director of Placement
North Shore CC, 3 Essex St, Beverly 01915 (1441)927-4850

(Ms) Cecilia Furlotte, Director of Counselling & Acting Placement Director
Northern Essex CC, 100 Elliott St, Haverhill 01830 (1441)374-0721

(Mr) E. Jay Tierney, Acting Dean of Students & Director of Placement
Quinsigamond CC, 670 W. Boylston St, Worcester 01606 (1441)853-2300

Leonard Lockley, EdD; Dean of Students & Acting Placement Director
Roxbury CC, 424 Dudley St, Roxbury 02119 (9)445-3040

(Mr) Charles Bruce Zumwalt, Placement Director
Springfield Technical CC, Armory Sq, Springfield 01105 (1441-413)781-6470

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INSTITUTIONAL RESEARCH SURVEY

COLLEGE	TYPE OF POSITION	SALARY
Berkshire	Position recently vacated Dir. of Institutional Research	GP 25 - Step 1 $18,894.20
Bristol	Asst. to President	GP 25 - Step 4 $21,452.60
Bunker Hill	Asst. to President	$24,011.00
Cape Cod	Dean of Tech. Careers	$25,303.00
Greenfield	Staff Asst. to President Aff. Action/Dir. of Institutional Research	GP 21 - Step 3 $16,803.80
Holyoke	Asst. Dean of the College - Coordinates Registrar - Does Studies	$21,262.00 $22,874.00
Mass. Bay	Transfer Officer	
Massasoit	Dir. of Institutional Research	GP 18 - Step 6 $15,961.00
Middlesex	Assoc. Dean of I.R./Public Relations	$18,533.00
Mt. Wachusett	None	
Northern Essex	Dir. of Research & Development	$24,011.00
North Shore	None	
Quinsigamond	Dir. of Institutional Research	$16,263.00 (Grant)
Roxbury	None	
Springfield Tech.	No Response	

National Norms

Administrative Compensation Survey 1976
("College & University Personnel Association")

For: 2 year Community Colleges FTE - 1000-2499

median - $18,000 range - $15,625-$20,948

Annual Budget

$2.5-5.0 millions

median - $18,500 range - $16,000-$22,176

Source: Sandee Drake - Director of Research - AACJC

Courtesy of Colin Moran, Massasoit C.C.

EWB MBRCC 7/31/77

National Norm

FTE - 2,500-4,999

median - $18,500 range - $16,800-$22,900

National Norm

FTE - 5,000-9,999

median - $21,278 range - $17,750-$25,700

National Norm

FTE - 10,000 or more

median - $27,862 range - $23,228-$32,103

Annual Budget

$1.5-$3.0 millions

median - $16,529 range - $15,180-$20,000

Annual Budget

$5.0 million or more

median - $21,365 range - $17,750-$27,061

APPENDIX C

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Site Team Leaders' Reports 107

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VOCATIONAL PROGRAM EVALUATION MODELS & INSTRUMENTATION REVIEWED

American Vocational Association Instrumentation for Career Program Evaluation

BRISTOL COMMUNITY COLLEGE

-Bilingual Secretary '73
-Child Care Technology '73
-Dental Hygiene Associate
-Environmental Management '73
-Instructional Aid '73
-Land Surveying '73
-Law Enforcement
-Medical Lab Technician Program Evaluation '73
-Nursing Program Evaluation '73
-Nursing Program Feedback '74, '75, '76

BUNKER HILL COMMUNITY COLLEGE

-Graphic & Visual Communications Department Self-evaluation

CALIFORNIA COMMUNITY COLLEGE

-Health Service Questionnaire (Doctoral Dissertation)
-Part A Vocational Grants Evaluation
-Occupational Evaluation System Instrumentation (Copies)

CAPE COD COMMUNITY COLLEGE

-A.D. R.N. Evaluation
-Dental Hygiene
-Full College Study

Carkhuff Program Evaluation Instrumentation

Department of Education, Division of Occupational Education, Occupational Program Evaluation Criteria 11/9/71

Department of Education, Division of Occupational Education Evaluation Instrument fro Vocational Programs at the Community Colleges (2nd Draft).

FITCHBURG STATE COLLEGE

-Course Evaluation Form

Gateway Technical Institute Occupational Program Evaluation (Wisconsin).

GREENFIELD COMMUNITY COLLEGE

-Early Childhood Education Evaluation

HOLYOKE COMMUNITY COLLEGE

-AVA Pilot Corrections Program
-Copes Pilot
-Early Childhood Asst., Recapitation Self-Evaluation

Illinois State Board of Vocational Education And Rehabilitation Evaluation Systems

Maryland State Board For Community College Progress Report on Evaluation

MASSASOIT HUMAN RESOURCES DEPT.

-Disadvantaged Program Evaluation
-Latch Program Evaluation
-Self-Development Laboratory Evaluation (SLAM)

MIDDLESEX COMMUNITY COLLEGE

-Academic Achievement and Persistence of MCC students
-A study of career program students '74
-Dental Science Evaluation Statement
-Institutional Research and Innovative Program Development '71
-Institutional Research and Innovative Program Development '73
-Live Program Evaluation Form
-New York State University Reality based evaluation for two-year college occupational programs
-North Dakota Vocational Education Assessment System
-Quality Point Average Comparison
-Radiological Tech. Evaluation
-Secretarial Department Evaluation '76
-WORCSHOP (Widening Opportunities Research Center) Shop Evaluation Questionnaire

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

-Grant Proposal Development Process
-Administrator Evaluation

Wisconsin Research and Development Project in Career Education

EWB MBRCC 7/31/77

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
OCCUPATIONAL EDUCATION

February 23, 1977

Mr. Michael Najarian
Director of Programs
Massachusetts Board of Regional
Community Colleges
177 Milk Street
Boston, Massachusetts 02109

Dear Mr. Najarian:

Per your request of Carkhuff Associates for information on the Community College Projects to be evaluated.

Enclosed is an up-dated list of the projects to be evaluated.

Sincerely,

Salvatore A. Gulino

Salvatore A. Gulino
Specialist III
Office of Technical Education

enc.

EWB MBRCC 7/31/77

School Name	Project No.	Name of Project	Remarks	
Berkshire C.C. " " "	PS 3177 PS 3277	Cooperative Education Hotel/Restaurant Management	Later Evaluation " "	Pick up employer reaction from FY 75 Project
Bristol C. C. " " "	PS 777 PS 877	Drafting Certificate Library Science	Later Evaluation " "	Pick up employer reaction from FY 75 Project
Bunker Hill C.C. " " " "	PS 11176 PS 11476 PS 2476	Nursing Program Printing-Mid Management Graphic Arts Medord Trade	Related	
Cape Cod C.C. " " " "	PS 5476 PS 13176	Home Health Aide Collegiate Tech Educational Internship Program		
Greenfield C.C. " " "	PS 4877 PS 5077	Early Childhood Media Technician	Later Evaluation " "	
Holyoke C.C. " " "	PS 7376 PS 8476	Medical Record Tech Dietetic Tech		
Mass Bay C.C. " " " "	PS 2676 PS 3376	Horticulture Medical Transcriptionist		
Massasoit C.C. " " "	PS 1476 PS 1676	Cooperative Education Maternal & Child Health		

School Name	Project No.	Name of Project	Remarks
Middlesex C.C.	PS 5976	Business Office	
" " "	PS 6176	Retail Training	
Mt. Wachusett C.C.	PS 5577	Industrial Management	
" " " "	PS 5277	Distributive Education	
North Shore C.C.	PS 4876	Social Welfare Assistant	
" " " "	PS 5576	Secretarial Science	
Northern Essex C.C.	A 3576	Education Assistant	Adult Program
" " " "	PS 9676	Law Enforcement	
Quinsigamond C.C.	PS 0377	Occupational Therapy Assist.	Later Evaluation
" " "	PS 0477	Nursing	" "
Roxbury C.C.	PS 14575	Casa Del Sol	Later Evaluation
" " "	PS 1277	Electronic Tech	" "
Springfield Tech C.C.	PS 3876	Office Occupations	
	PS 4276	Occ. Safety & Health Tech	

MASSASOIT COMMUNITY COLLEGE

Thursday

Conference Room - EC 103
Initial Meeting for Organizations

Hour
Thursday Morning

Itineration	Possible Times
Shorthand II - Landry B130	8-10 a.m.
Beginning Typing II - Landry B130	10-12 noon
Elect. Machine Control - Haff EC117	10-12 noon
Concepts of Tech. Physics - Hardy S121	10-12 noon
Office Serv.-Filing - Sherry B130	10-12 noon
Manu. Proc. & Mat. - Thrower EC113	12-2 p.m.
Int. & Word Processing - Roberts B129	12 noon
Sec. Procedures II - Endee B120	12 noon
Police Comm. Rel. - Barry B122	1:30-3 p.m.

Office Hours: Thursday

8-9	9-10	10-11	11-12
Fezio-BC116	Bready-9:30-10:30 BC103	Sackley-B114 Shields-B131	Landry-B105 Shields B131
		Roberts-10-12 B106	

12-1	1-2	2-3
Sherry-BC103	Barry BC116	LeMay-2:30-4:30 B125 Endee-2:30-3 B105

Dean of Faculty
Dean of Students } when available
Counselors

EWB MBRCC 7/31/77

MASSASOIT COMMUNITY COLLEGE

Friday

Conference Room EC103 (available all day)

Itineration	Possible Times
Business Communications - Roberts B104	8-9 a.m.
Fundamentals of Elect. & Electro II - Charette BC114	9-10 a.m.
Pulse & Digital Circuits - Hardy E121	10-11 a.m.
Beginning Typing II - Bready B130	11-12 a.m.
Criminology - Coggan E118	1-2 p.m.
Const. Interp. & Crim. Procd. - Barry B122	2-3 p.m.

Office Hours: Friday

8-9	9-10	10-11	11-12
Fezio-BC116	Hardy-E123	Haff-E122	Fezio-BC116
	Thrower-E123	Boudreau-B124	Endee-B105
	Shields-B131	Sackley-B114	Landry-B105
			LeMay-B125
		Charette-10-12 E122	Shields-B131

12-1	1-2	2-3
Barry-BC116	Sherry-BC103	Sackley-B114

EWB MBRCC 7/31/77

The Commonwealth of Massachusetts
Northern Essex Community College
Elliott Street, Haverhill 01830

TELEPHONE: 374-0721

April 19, 1977

Mr. John Briscoe
Cape Cod Community College
West Barnstable, MA 02668

Dear John:

These brief notes are to advise you about, or to confirm, certain arrangements in connection with the visit of the Program Evaluation Pilot Study Team to Northern Essex Community College. The visit will be on Monday, April 25th and Tuesday, April 26th. I have arranged accommodations for you for Sunday and Monday evening, accommodations for Edith Thomas on Monday evening. You will be receiving confirmation of these arrangements from the motel by mail.

The following tentative timetable has been set aside for the convenience of the visiting team and the administrators, faculty and students of the program areas.

Monday, April 25th	8:30 A.M.	Briscoe, Butler, Landry et al meet at B207
	10:30-12:00	Nursing Program B126 (Haritos) Wm Taglianetti 186 (C311)
	12:00-1:30	Lunch, Division, Department Chairperson, Faculty, of Pilot Study Programs with other administrators Luncheon, President's Dining Room, College Center
	1:30-4:00	Environmental Technology Program E164 (Pelletier) Rob McDonald 183 (C313)
Tuesday, April 26th	9:30-12:00	Office and Business Education B306 (Richards) Olga Williams 185 (C312)
	1:30-3:00	Early Childhood Education C330 (Tye) Paul Bevilacqua 188 (C37

157 I have arranged to have a room set aside for the use of the visiting team (A213). A typewriter will be available (see Ruth Horton at A209). Two working tape recorders with six sixty-minute cassettes will be available beginning at 8:30 A.M. on April 25th. Please let me know if I can provide you with any additional assistance. I can be reached at 374-0721, extension 173 or at my home at 372-9247.

Sincerely,

Norman Landry

Norman Landry 172 (Margi)
Director of Research & Development

NL/mp

c: John Dimitry, Donald Ruhl, John Spurk, William Taglianetti, Dolores Haritos 133, Robert McDonald, Michael Pelletier 265, Olga Williams, Kathy Richards 268, Paul Bevilacqua, Judy Tye 191

100

EWB MBRCC 7/31/77

The Commonwealth of Massachusetts
Board of Regional Community Colleges
470 ATLANTIC AVENUE
BOSTON, MASSACHUSETTS 02110
TEL: (617) 727-1260

April 26, 1977

To: Mr. Timothy Fitzgerald(President of MCCC), and
Mr. John Chase(Massasoit Community College)

From: Dr. John Conner

Subject: COPES-style on-site visitations at Northern Essex and Massasoit Community College

This letter is intended to assure you that the pilot studies of the COPES-style on-site visits at Northern Essex and Massasoit are only a test of the COPES system. The purpose of these pilot studies is to test the feasibility of the COPES system for use in Massachusetts. It is hoped that the faculty and administration at both of these institutions, as well as the team members, will make suggestions concerning COPES.

Let it be clearly understood that COPES, as it currently stands, is not intended for systemwide adoption. A similar system may be considered in the future depending upon the recommendations of the site visit teams and you will be advised of these developments

Let it be further understood that the COPES system,which requires faculty comment upon their own programs, is intended for use only as a method of enhancing and improving programs and will not be used as a basis for eliminating programs or faculty members as a result of these two pilot studies at Northern Essex and Massasoit.

The joint policy agreement, to be approved by the Massachusetts Board of Regional Community Colleges and the Board of Education will require that program evaluation be accomplished by the MBRCC and this will include collection of placement and follow-up information. Placement and follow-up information is also required under the Vocational Education Act. Hence, the placement and follow-up information generated at each of these campuses(Northern Essex and Massasoit) will be sent to the Board Office for its use.

EWB MBRCC 7/31/77

WHAT COPES IS

- Is the recognized system for occupational education self-study by individual California community colleges.
- Offers a college various self-study options:

  Overall appraisal of occupational education

  Focus on specific program areas

  Subsystem: consumer and homemaking education

  Subsystem: cooperative work experience education

  Subsystem: disadvantaged

  Subsystem: handicapped
- Was developed by people like you--community college professionals throughout the state
- Is in its sixth year
- Has been used by more than 70 California community colleges
- Is a means for identifying statewide research and development priorities

WHAT COPES IS NOT

- IS NOT an **outside** evaluation or accreditation
- DOES NOT compare any college with others
- DOES NOT prescribe specific remedies
- DOES NOT report results outside the college

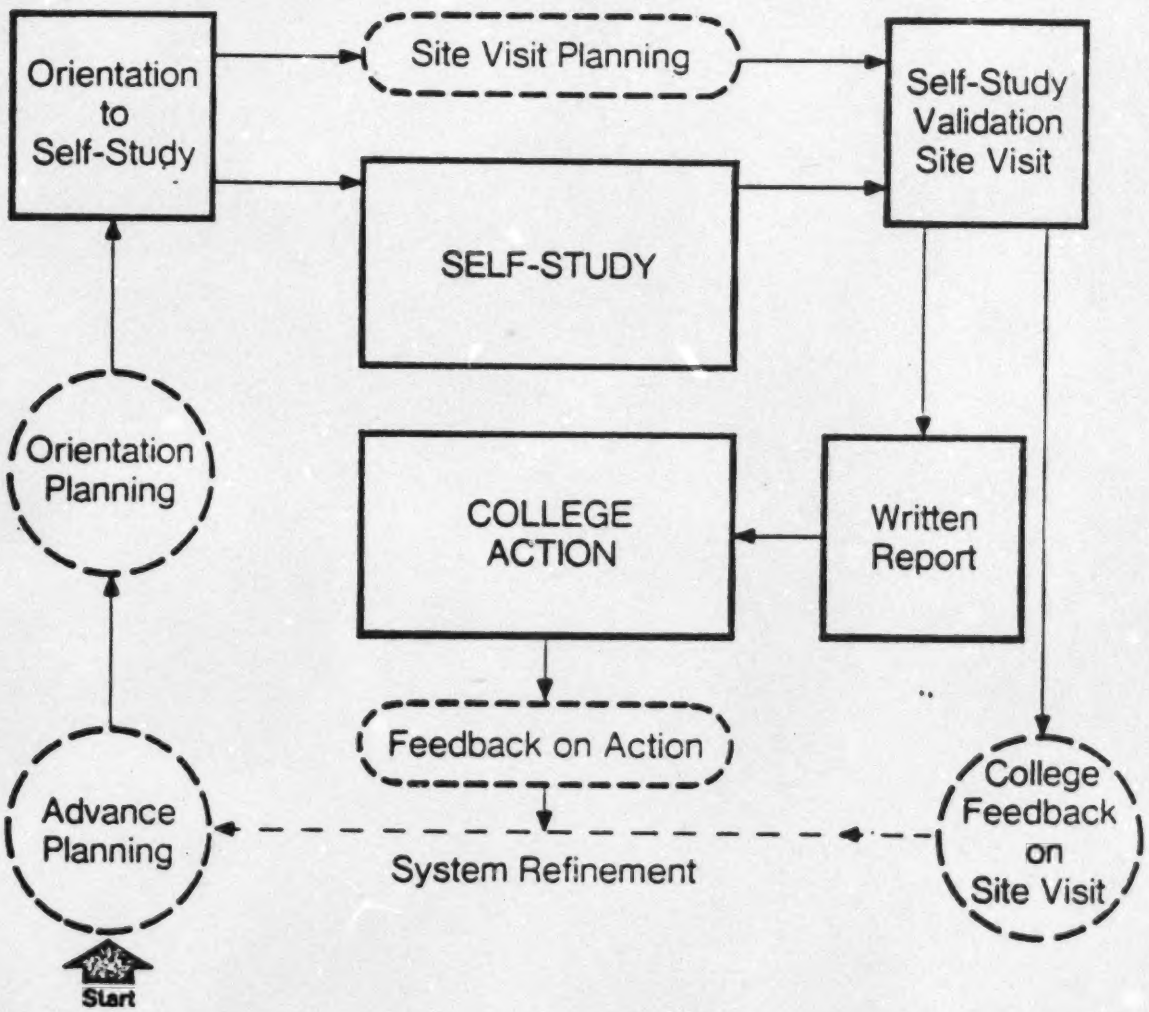
WHAT COPES DOES

- Provides consistent, flexible SELF-STUDY design
- Involves various viewpoints
  - Students
  - Teachers
  - Counselors
  - Administrators
  - Community representatives
- Formats these SELF-PERCEPTIONS for analysis
- Provides professional assistance in validating SELF-PERCEPTIONS
- Identifies strengths and needs for improvement

--as basis for--

- College planning and action

COPES SELF-STUDY PLANNING MODEL



AP-1
9/76 Courtesy of California Community Colleges EWB MBRCC 7/31/77

COPES IS . . .

- COPES is the Community College Occupational Programs Evaluation System. It is the recognized evaluation system, whose goal is to improve the quality and availability of occupational education — at each participating California community college, as well as throughout the state.
- COPES is a truly cooperative project. It was developed by people like you — community college professionals throughout the state. It has been used voluntarily for occupational education self-studies by more than 70 California community colleges since its establishment in 1971. Nearly 300 persons — community college professionals and business, industry, and public representatives — have served on the COPES teams which validate the self-studies. The project is sponsored by the Chancellor's Office of the California Community Colleges and managed by Foothill-De Anza Community College District in Los Altos Hills, where the COPES Service Center is located.
- COPES is a consistent, flexible approach to identifying college strengths and needs for improvement in occupational education. COPES makes these identifications through obtaining the confidential perceptions of students, teachers, counselors, administrators and community representatives.
- COPES is a means for determining statewide priorities as a basis for funding research and development. COPES aids this process through identification of common patterns of improvement needs among all of the colleges which use the evaluation system.

COPES IS NOT . . .

- COPES is not an outside evaluation or accreditation. The heart of the COPES process is college self-study, and the strengths and needs for improvement identified are reported only to the college for its consideration as a basis for planning and action.
- COPES is not a service which prescribes specific remedies. It concentrates on diagnosis and conclusions but does not assume the management function of making recommendations, since determination of future institutional directions is a matter that the college itself is in the best, and only realistic, position to undertake.

EWB MBRCC 7/31/77

OCCUPATIONAL EDUCATION SELF-STUDY — AN IMPORTANT PROJECT FOR YOUR COLLEGE

Your college wants to find the answers to vital questions concerning its effectiveness in occupational education. As determined by the college, this self-study may cover all occupational programs and services, or it may instead have a limited area of focus. Whichever, the purpose is to determine whether the college is doing the best possible job of preparing students for good employment opportunities. Since that is one of the major functions of your college, this self-study will be an exceedingly important undertaking.

The Helping Hand Called "COPES"

To assist in the project, your college has decided to use the services of COPES (Community College Occupational Programs Evaluation System). COPES offers an objective method of self-study which has been applied at scores of community colleges throughout the state. Its development has been a cooperative effort of the institutions themselves and the Chancellor's Office of the California Community Colleges in Sacramento. COPES can be used in a variety of ways. It can appraise a college's total performance in occupational education, or it can concentrate on a single program area. It can also look at specialized programs and services, such as those offered for the disadvantaged and the handicapped, or in the field of cooperative work experience education. The objective of COPES' services at your college is in keeping with the general goal of the evaluation system: to improve the quality and availability of occupational education at California community colleges.

The People Who Will Be Involved in the Process

The self-study at your college will involve teachers, counselors, administrators, students and occupational education advisory committee members. Then, if the college wishes, a team of occupational education experts from other community colleges and other communities in California will visit the campus to validate the findings of the self-study. Members of these COPES teams have been specially trained for their responsibilities. They include such people as community college superintendents and presidents, deans of instruction and occupational education, teachers and counselors, and knowledgeable men and women from business and industry. The occupational education strengths and needs for improvement identified in the self-study and its validation are exclusively for your college's use and will be made known only to your college. They will not be reported to anyone else. These findings will be of significant value to your college as a basis for future planning and allocation of resources.

Courtesy of California Community Colleges EWB MBRCC 7/31/77

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

This form, when completed by the college president or by his or her designee, will represent the official college view of its system of occupational education programs and services.

The form consists of two parts:

Part A - Basic factual information

Part B - Self-rating on various aspects of the college's system

In both parts the response format is organized into the three major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Objectives
- Processes
- Resources

The information you are asked to provide in Part A of this form will assist you on your ratings of many of the items in Part B. If you exercise the option of utilizing the services of a COPES team to validate the college self-study, both parts of this completed form will be distributed on a confidential basis to the team members prior to their visit to your campus, and will be used as background for interviewing and for study of pertinent materials during the visit. The completed form also will be of value to you in comparing your official view of the college's occupational education with perceptions of other self-study respondent groups, whether or not you exercise the validation option.

Since the information represents the official college position, this cover page should be signed by the person completing the form (typically the occupational education dean or director) and by the college president.

Thank you for your cooperation in the interest of quality occupational education.

Person completing this form:

SAMPLE

_____ (Signature) _____ (Title)

President:

_____ (Signature)

_____ (College) _____ (Date)

Rev. 9/76

EWB MBRCC 7/31/77

Form #1 is 20 pages in length. It has a section concerning Goals and Objectives, a section concerning processes, a section concerning resources, and a perceptional rating scale evaluating the same areas as Form #2.

Form #2 is 9 pages in length and has been included in Mr. Mercurio's report which is also in this appendix.

EWB MBRCC 7/31/77

COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS

EVALUATION SYSTEM (COPES)

Your college is undertaking an occupational education self-appraisal. The name of the evaluation system is COPES.

Views of part-time faculty members are very valuable in such an evaluation, along with the views of other groups such as students, other teachers, counselors, administrators, and community members. All responses are strictly confidential and, when tabulated, will be grouped to insure confidentiality.

Your candid and forthright responses on items contained in this information request, as well as your supplementary comments, will be of great help in this evaluation effort and the resulting suggestions for improvement.

Many thanks for your cooperation!

COPES
California Community Colleges

PART-TIME FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION

College _____

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 to 10%.
Poor is seriously inadequate, bottom 5 to 10%.
Good is a strong rating, top one-third.
Below Expectations is only fair, bottom one-third.
Acceptable is average, the middle-third.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Overall reputation of the college within the community?	1						
2.	Reputation of the college's occupational program(s) in your program area?	2						
3.	General quality of occupational instruction in your program area?	3						
4.	Promotion of the college's occupational programs within the community?	4						
5.	Community support of occupational education at the college?	5						
6.	College responsiveness to manpower and employment training needs of the community?	6						
7.	On-the-job success of graduates from your program area?	7						
8.	Educational opportunities provided in your program area for upgrading employed persons and for retraining?	8						
9.	Effectiveness of the college's occupational counseling and guidance for students and potential students of your program area?	9						
10.	Systematic follow-up of occupational graduates of your program area?	10						
11.	Adequacy of instructional facilities and equipment in your program area?	11						
12.	Use of community resources in class instruction in your program area (such as field trips, outside speakers, loaned equipment)?	12						
13.	Opportunities for related work experience or clinical experience for students in your program area?	13						
14.	Growth and/or modification of the college's occupational program(s) in your program area, in response to changing technologies and occupational trends?	14						

Please disregard. To be used for data processing.

[ ] [ ] [ ] [ ] [E]

EWB MBRCC 7/31/77

Confidential

Please check one response to indicate your position at the college. 4

☐ Teacher (specify subject(s) below)

_____

☐ Other (specify function below)

_____

COPES
California Community Colleges

PART-TIME FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION

Please answer the following: (Use back of page and extra sheets if necessary.)

1. What are the principal strengths of the college's occupational program(s) in your program area?

2. What are the principal needs for improvement in the college's occupational program(s) in your program area?

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COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS

EVALUATION SYSTEM (COPES)

Your college is undertaking an occupational education self-appraisal. The name of the evaluation system is COPES.

Student views are very valuable and are part of the evaluation, along with the views of other groups such as teachers, counselors, administrators, and community members. All responses are strictly confidential and, when tabulated, will be grouped to insure confidentiality.

This form should be completed only by students who are majoring in an occupational program (for example, registered nursing, automotive technology, electronics, ornamental horticulture, secretarial science, and other similar programs).

Your candid and forthright responses on items contained in this information request, as well as your supplementary comments, will be of great help in this evaluation effort and the resulting suggestions for improvement.

Many thanks for your cooperation!

COPES
California Community Colleges

College_____

Occupation you are studying for:

_____

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 to 10%.
Poor is seriously inadequate, bottom 5 to 10%.
Good is a strong rating, top one-third.
Below Expectations is only fair, bottom one-third.
Acceptable is average, the middle-third.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Overall reputation of the college within the community?	*1*						
2.	Your overall rating of your occupational program?	*2*						
3.	Quality of your occupational instruction, in general?	*3*						
4.	Quality of your courses outside of your occupational area (such as English, science, mathematics)?	*4*						
5.	Adequacy of instructional facilities and equipment for your occupational program?	*5*						
6.	Adequacy and availability of instructional materials for your occupational program (such as textbooks, reference materials, visual aids)?	*6*						
7.	Opportunities for related work experience (or clinical experience) in your occupational program?	*7*						
8.	Quality for work experience (or clinical experience) in your program?	*8*						
9.	Effectiveness and availability of counseling and guidance as related to your educational and occupational goals?	*9*						
10.	College's effectiveness in job placement of students who have completed your occupational program?	*10*						
11.	Information provided to you on job success of students who have completed your program?	*11*						
12.	Economic information provided in your program which is valuable to you as an employee (on such topics as employment opportunities, starting salary, other benefits, chances for advancement)?	*12*						
13.	Economic information provided in your program which is valuable to you as a consumer (on such topics as personal and family budgets, personal finances)?	*13*						

Please disregard. To be used for data processing.

				S

COPES
California Community Colleges

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

1. What are the strong points of your occupational education program?

2. What, if anything, would you do to improve the progam?

Occupation you are studying for:

_____

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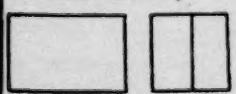

Confidential

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COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS

EVALUATION SYSTEM (COPES)

Your college is undertaking an occupational education self-appraisal. The name of the evaluation system is COPES.

Views of advisory committee members are very valuable and are part of the evaluation, along with the views of other groups such as students, teachers, counselors, and administrators. All responses are strictly confidential and, when tabulated, will be grouped to insure confidentiality.

Your candid and forthright responses on items contained in this information request, as well as your supplementary comments, will be of great help in this evaluation effort and the resulting suggestions for improvement.

Many thanks for your cooperation!

COPES
California Community Colleges

COMMUNITY PERCEPTIONS OF OCCUPATIONAL EDUCATION

College_____

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 to 10%.
Poor is seriously inadequate, bottom 5 to 10%.
Good is a strong rating, top one-third.
Below Expectations is only fair, bottom one-third.
Acceptable is average, the middle-third.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Overall reputation of the college within the community?	1						
2.	Reputation of the college's occupational education program(s) in your field(s)?	2						
3.	Quality of the college's occupational instruction in your field(s)?	3						
4.	Promotion of the college's occupational education programs within the community?	4						
5.	Community support of occupational education at the college?	5						
6.	College responsiveness to manpower and employment training needs of the community?	6						
7.	General success of the college's occupational graduates when employed in your business or industrial field(s)?	7						
8.	Educational opportunities provided by the college for retraining and upgrading employed personnel in your occupational field(s)?	8						
9.	Effectiveness of the college's counseling and guidance function for students considering enrollment in – or already pursuing – the occupational education program(s) in your field(s)?	9						
10.	Systematic follow-up of the college's occupational graduates employed in your field(s)?	10						
11.	Adequacy of the college's instructional facilities and equipment in your occupational field(s)?	11						
12.	Use of community resources in the college's class instruction (such as field trips, outside speakers, borrowed equipment)?	12						
13.	Opportunities for related work experience or clinical experience for students in the college's occupational education program(s) in your field(s)?	13						
14.	Growth and/or modification of the college's occupational education program(s) in your field(s) in response to recommendations of your advisory committee?	14						

Please disregard. To be used for data processing.

[ ] [ ] [ ] [ ] [D]

COPES
California Community Colleges

COMMUNITY PERCEPTIONS OF OCCUPATIONAL EDUCATION

Advisory Committee (specify field) _____

How long have you been a member of this committee? _____

How often does this committee meet? _____

Please answer the following: (Use back of page and extra sheets if necessary.)

1. In what ways have you been asked to contribute to the college's occupational education program(s) in your field(s) (such as assisting staff on curriculum development or revision, arranging field trips, serving as a guest speaker in class)?

2. What are the principal strengths of the college's occupational education program(s) in your field(s)?

3. What are the principal needs for improvement in the college's occupational education program(s) in your field(s)?

4. During the past year, in what ways has your advisory committee influenced the quality and availability of occupational education at the college?

5. Do you have suggestions on how advisory committees might help to further improve the quality and availability of occupational education at the college?

   Yes___ No___ If yes, please state concisely below.

r Office Use Only.

The Commonwealth of Massachusetts
Bristol Community College
Fall River 02720
Telephone: 678-2811

June 24, 1977

JUN 27 11 18 AM 1977

Mr. Eugene Butler
Coordinator of Program Evaluation
The Commonwealth of Massachusetts
Board of Regional Community Colleges
470 Atlantic Avenue
Boston, Mass. 02110

Dear Mr. Butler:

Enclosed, you will find my comments and suggestions regarding the COPES evaluation process.

I have tried to be as frank as I could, and my suggestions are the result of serious consideration of each and every element of the document.

If you want further elaboration on any suggestion that I have made, please let me know.

Please keep in mind that this first session was under somewhat adverse conditions, but under your direction and a good selection of evaluators, it went along pretty good. If, in the future, the same quality of guidance and evaluators are available, I'm certain it can work well and be of great value to the colleges.

Sincerely,

A Mercurio

Anthony F. Mercurio
Assistant to the President
for Development

AFM/nc

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COPES EVALUATION

The COPES system of evaluation has its merits if one remembers that it was designed for a particular system - namely California. How well it applies to schools in Massachusetts is our prime concern. Certain modifications and procedural changes are a necessity if an offshoot of COPES is to work here.

Procedural Changes

I. The entire system - students, faculty and administrators should know of and understand the following:
   A. The document itself.
   B. The reasons for the evaluation.
   C. The intended purpose of the evaluation.

II. The Evaluation Team should:
   A. Meet as a group before meeting at the college to be evaluated.
   B. Have the opportunity to visit and become acquainted with the college to be evaluated, before the actual evaluation.
   C. Have the opportunity to establish guide lines and to let the college know of them; such as:
      1. Should they interview students individually or in groups.
      2. Should they interview students with or without the teachers present.
      3. Should they interview faculty alone or in groups; with or without the program director present.
      4. Should they interview administrators and service personnel alone or in groups.
      5. Should they plan the classroom visits before or after the interview.

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a. Much can be gained by knowing what to look for and this can best be done after the interviews.

III. The Time Schedule:

A. Should allow proper indoctrination time.

B. Should allow ample time for forms to be completed by students, faculty and administration.

C. Should allow enough time for the evaluating team to review the completed forms.

D. Should allow ample time for the evaluating team to discuss completed forms and the composite printout of all the respondents.

IV. The Evaluation Team Should:

A. Act as objectively as possible.

1. Should forget old friendships during the evaluation.
2. Should offer no suggestions or recommendations while visiting.
3. Should not tell how they handle the situation or program at their own school.
4. Should not try to solve their own problems by obtaining information for their use and not of the evaluation.

Modification of the Evaluation Instrument

The list of thirty-seven (37) Goals and Objectives should be shortened. This could be accomplished by combination, elimination, and modification. On the attached pages are some changes that should be made, which would cut the list from thirty-seven (37) to twenty-seven (27).

Summary

It is my belief that this modified COPES Evaluation System could work very nicely providing the comments and suggestions on the previous pages

are studied and possibly adopted. Furthermore, if and when this system is adopted, it should become part of the Faculty Handbook at all the community colleges, and also part of the Board Policy Handbook.

Brochures, and or pamphlets should be supplied to all faculty members and students explaining the reasons for, the method of, and the benefits of a COPES evaluation.

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COPES
California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of your occupational program(s) (such as registered nursing or data processing). Persons responsible for coordination of several programs should respond for their cluster (such as health occupations or business education). The items you are asked to rate are grouped into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Objectives
- Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from *poor* to *excellent*. Only check one answer per item, but be sure to check every item so information from your college will be complete.

The criteria for *excellent* and *poor* ratings are provided for each item. The former represents a nearly ideal or exemplary situation; the latter, one of serious inadequacy. Intermediate ratings (i.e., *good, acceptable, below expectations*) may be assigned with those two extremes in mind.

Note that some criteria include such terms as "almost all" or "few". They have been found to be more suitable for COPES than the use of specific percentage levels, since most respondents are not in a position to provide that precise a perception.

It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. They will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

Many thanks for your cooperation in the interest of quality occupational education.

PAGE(S) 112-118 [redacted] (WERE) [redacted] (REMOVED) FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

COPES
California Community Colleges

2

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

Please answer the following relating to your college: (Use back of page and extra sheets if necessary.)

1. What are the chief occupational education strengths of your college?

2. What are the needed major occupational education improvements, if any, in your college and what action is required to achieve these improvements?

☐ Division Chairman ☐ Department Chairman ☐ Instructor ☐ Other _____
(specify)

Specify Program or Program Area _____

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The Commonwealth of Massachusetts
Cape Cod Community College
West Barnstable 02668

TELEPHONE: 362-2131
362-2132
362-2133

July 21, 1977

Mr. Eugene Butler
Coordinator of Program Evaluation
Board of Regional Community Colleges
470 Atlantic Avenue
Boston, MA 02110

Dear Mr. Butler:

Here is my assessment report of the COPES evaluation process as tried at Northern Essex.

I regret the long delay in getting this to you. I have been completely engrossed in grants writing and with grievance hearings for the past few months, and all other chores had to be put off.

The comments I submit here are meant to be positive and supportive of the evaluation concept, though some of my statements will appear negative. In such cases, please accept them in their overall value to the development of a system-wide program evaluation program.

Sincerely,

John C. Briscoe
Dean of Collegiate Technical Education

JCB:eft
Enclosure

JUL 25 4 21 PM 1977

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Assessment of the COPES Program

Evaluation of programs is a good and valuable effort that is long overdue. The COPES Program is a well worked out, professional approach to program evaluation, especially when it is one element of a program of several evaluations, such as with New England States, National League of Nursing, Engineering Council for Professional Development, Advisory Committee assessment, etc.

CONCERNS

1. My basic concern is that COPES is so well worked out in its entirety that it probably should NOT be put through the "cut and paste" process to "adapt" it to the Massachusetts colleges. We are really not that much different in terms of program content and instruction, etc.

   Recommendation: Use all of the COPES system in the next trials and ask for team evaluations as you have done in this first trial.

2. A full-dress orientation of the COPES evaluators is essential.

   Recommendation: The next time around, have a team training workshop or series of workshops and be absolutely certain that everyone understands the procedures of COPES team evaluation.

3. COPES must be fully understood by all involved persons at the College.

   Recommendation: COPES purposes, procedures, forms should be thoroughly taught to campus personnel, all who will be involved in a COPES evaluation.

   Again, workshops for orientation and training should be held several months prior to a site visit, preferably as soon after a college decides to undergo a COPES evaluation as possible.

4. The timing for the conduct of a COPES program is of utmost importance to its acceptability, viability and value. A team cannot function with incomplete or missing input.

   Recommendation: Have all the introspective (self) study materials done, analyzed and reviewed on campus and then forwarded to the evaluating team well in advance of the team's visit.

5. Hostility was our most pronounced problem. The faculty members were not clear on what COPES could or would mean in terms of their jobs.

EWB MBRCC 7/31/77

Recommendation: If program evaluation is a fact of life for all colleges, then the Board staff must make clear to the college people the goals, objectives, uses and protocol of COPES.

It is my personal belief that our team did a reasonably good job, being amateurs with COPES. However, there was significant time on site lost because of team member reactions to faculty and student hostility, expressed sometimes in rather personal ways.

I do think that COPES will work and will give good results and should be tried again and again, each time with the aim of perfecting it.

Also, there must be someone on the Board staff who is fully knowledgeable about COPES and who is totally responsible for its conduct throughout the system.

HOLYOKE COMMUNITY COLLEGE

To: Elaine Ironfield, Ken La Salle — August 25, 1975

From: W. H. Lavallee

Subject: COPES

The Retail Management curriculum has been selected as the object of a pilot study on occupational education evaluation under a plan called COPES. I have enclosed documents pertaining to the COPES scheme for your perusal. I will contact you in about a week concerning a conference at which time we can discuss how it works. Of course, feel free to contact me any time if you have questions.

The COPES will involve separate evaluations by seven segments of the college and community:

1. Curriculum director
2. Faculty teaching within curriculum
3. Divisional chairman
4. Director of Occupational Education
5. Placement Director
6. Student representatives. (Two returning sophomore students should be appointed by Sept. 15 so they may attend conference).
7. Advisory Committee

The purpose of COPES is to obtain a clear profile of the curriculum which will illustrate both strengths and areas where improvements could be made. The data is obtained from questionnaires which will be computerized and digested so that visible profiles may be identified.

Information obtained by COPES will be for in-house purposes only.

A tentative timetable for setting COPES in operation follows:

September 10 - Meeting of Ironfield, La Salle & Lavallee to discuss COPES DOCUMENT.
September 17 - General meeting of aforementioned seven segments or their representatives to explain COPES.
September 22 - October 6 - Completion and turn-in of COPES Forms
October 6 - October 10 - Computerization of data
October 15 - Meeting of Ironfield, La Salle and Lavallee to evaluate report

You are probably wondering why your curriculum has been selected as a guinea pig. I was biased in my choice, but I think for good reasons. Retail management is one of the healthier offerings from the standpoint of overall organization and operation. While we have many other sound programs yours is more amenable to testing out with COPES. If this pilot is a success and useful data emerges, the other programs would be included in the future.

Courtesy of W.H. Lavallee

EWB MBRCC 7/31/77

APPENDIX D

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Latest Draft of the Long-range Questionnaire Currently Being Piloted at Northern Essex 141

MASSACHUSETTS PUBLIC HIGHER EDUCATION PLACEMENT SURVEY

ME _____

Current Mailing Address _____

Permanent Home Address _____

Name of College or University from which Graduated _____

Month and Year of Graduation _____ Social Security No. _____

Age: ☐ 16 - 20 years ☐ 21 - 25 ☐ 26 - 35 ☐ 36 - 45 ☐ over 45

Your Marital Status: ☐ Single ☐ Married ☐ Other

Sex: ☐ Male ☐ Female – Are you a veteran? ☐ Yes ☐ No

Race: ☐ White ☐ Black or Afro-American ☐ American Indian

☐ Oriental ☐ Spanish surnamed American ☐ Other _____

Major Area of Study _____

Highest Degree Received:

2-Year College	4-Year College or University			
☐ AA	☐ MAT	☐ SSA	☐ MS	☐ Ed D
☐ AS	☐ BS	☐ BBA	☐ MA	☐ BFA
☐ Certificate	☐ CAGS	☐ BA	☐ M Ed	☐ MFA
	☐ Ph D			

Mark the item or items that best describe(s) your present employment or related status.

☐ Full-time employment	☐ Homemaker	☐ College - part-time
☐ Part-time employment	☐ Unemployed - seeking employment	
☐ College full-time	☐ Unemployed - not seeking employment	
☐ Military Service	☐ Graduate School	☐ Other

Have you: ☐ transferred to a college? ☐ been accepted in a graduate program?
☐ applied to a school and are awaiting notification?

Name of College & Address _____

If while attending college/university full-time you are also employed full-time, please check here ☐

Is your employment related to your field of study? ☐ Yes ☐ No ☐ not sure

If your present job is not related to your curriculum please check each reason which applies.

☐ Could not find a job in field of preparation
☐ Could not find a job in area of geographical preference
☐ Found better paying job in another field
☐ Preferred to work in another field
☐ Qualified for new job by continuing my education
☐ Other (specify) _____

Type of Employer (Mark One)

☐ Business/Manufacturing ☐ Business/General ☐ Education ☐ Government/Federal
☐ Government/State ☐ Government/Local ☐ Military ☐ Health Services
☐ Social Services ☐ Peace Corps/Vista ☐ Other (specify) _____

Name and Address of employing organization, firm, school system, or other.

_____

_____

_____ ZIP

Position Held: _____ Starting Date: _____

Present Salary (Mark One)

☐ Less than 5500 ☐ 5500-6000 ☐ 6001-6500
☐ 6501-7000 ☐ 7001-7500 ☐ 7501-8000 ☐ 8001-8500
☐ 8501-9000 ☐ 9001-9500 ☐ 9501-10,000 ☐ 10,001-10,500
☐ 10,501-11,000 ☐ 11,001-11,500 ☐ 11,501-12,000 ☐ Above 12,000

Amount _____

(Confidential, above information used for research purposes only)

If employed full-time, indicate the classification that most nearly describes your job.

☐ Agri-business & Natural Resources ☐ Environment
☐ Consumer & Homemaking Education ☐ Health
☐ Hospitality and Recreation ☐ Marine Science
☐ Communication and Media ☐ Personal Services
☐ Fine Arts and Humanities ☐ Construction
☐ Marketing and Distribution ☐ Transportation
☐ Business and Office ☐ Public Service
☐ Manufacturing

Are you currently seeking full-time employment? ☐ no ☐ yes/teaching ☐ yes/non-teaching

In searching for employment, what sources did you utilize?

☐ College placement service
☐ College staff member other than a placement service
☐ Employer contact at the college
☐ State employment service
☐ Worked with employer before
☐ Answered an advertisement
☐ Relative or friend
☐ Other (specify) _____

If you are aware of job opportunities in which some of our other graduates might be interested, would you please inform us in the space below.

Type of job: _____

Contact person: _____

(Firm) _____

(Address) _____

PLACEMENT + FOLLOW-UP REPORTS + INSTRUMENTATION REVIEWED

BERKSHIRE COMMUNITY COLLEGE

- -Graduate and Nonreturning Student Survey
- -Engineering/Tech. 10 Year Survey
- -Secretarial Placement Survey
- -Graduate Survey '76
- -Vocational Education Program Graduate Survey '74

BRISTOL COMMUNITY COLLEGE

- -Nursing Program Feedback Survey '74 '75 '76
- -Business Technologies Surveys
- -Child Care Graduate Survey '74 '75 '76
- -Veterans Data Sheet
- -Occupational Graduate Employment Questionnaire
- -Five Year Plan Preparation Survey

BUNKER HILL COMMUNITY COLLEGE

- -Placement Office 10 Program Report '76
- -Placement Office Graduate Survey '75

CAPE COD COMMUNITY COLLEGE

- -Alumni Survey '74 '75
- -Collegiate Technical Education Follow-up Survey
- -Nursing Graduate Evaluation Survey '76
- -Nursing Graduate Employer Survey '77
- -Dental Hygiene Follow-up '76
- -OE 3139 Data Collection Surveys '72 '73

CALIFORNIA

- -Student Accountability Model and Instrumentation
- -Follow-up Survey Forms 1,2,3,4,5A,5B.6A,6B,7,8,9,10,11,12A,12B,12C

FITCHBURG STATE COLLEGE

- -Placement Survey

GREENFIELD COMMUNITY COLLEGE

- -Graduate Survey '75, June '76, Nov.'76
- -Cooperative Employment Information Sheet
- -Cooperative Student + Faculty Questionnaire
- -Occupational Education End of Year Report
- -Program Placement Report

PLACEMENT + FOLLOW-UP
REPORTS + INSTRUMENTATION
CONTINUED

HOLYOKE COMMUNITY COLLEGE

-Two-year Graduate Follow-up of '71 Graduates('74)
-Two-year Graduate Follow-up of '72 Graduates('75)
-Two-year Graduate Follow-up of '73 Graduates('76)
-Graduate Future Plans Survey
-Withdrawal Application Form
-Follow-up of Graduates '73 '74 '75 '76

MASSACHUSETTS BAY COMMUNITY COLLEGE

-Early Childhood Education
-Nursing Graduate Follow-up
-Nursing Employer Follow-up
-Graduate Placement of '76 Class('77)
-Graduate Feedback
-Medical Lab Technician Placement
-Secretarial Science Follow-up
-Medical Records Technician Program Follow-up
-Cooperative Business Follow-up
-Cooperative Education Employer Survey
-Placement Inquiry Card + Cover Letter
-Court + Conference Reporting Follow-up

MASSACHUSETTS, COMMONWEALTH OF, COLLEGE EMPLOYMENT OPPORTUNITIES SURVEY (BRISTOL, CAPE COD, + MASSASOIT COMMUNITY COLLEGES)

MASSACHUSETTS PUBLIC HIGHER EDUCATION PLACEMENT SURVEY

MARYLAND PUBLIC COMMUNITY COLLEGES

-Student Follow-up Study Questionnaire

MASSASOIT COMMUNITY COLLEGE

-Placement Information Survey '68 '69 '70 '71 '72 '73 '74 '75 '76
-Human Resources Questionnaire '74
-Nurse Education Follow-up Questionnaire '74
-Secretarial Graduate Follow-up Study '75
-Secretarial Science Survey '75
-LATCH Program Evaluation + Follow-up Questionnaire
-MAINSTREAM Questionnaire
-Engineering Technical Graduate Follow-up(On-going)

MIAMI DADE COMMUNITY COLLEGE

-Student Follow-up Questionnaire
-Employer Follow-up Questionnaire

PLACEMENT + FOLLOW-UP
REPORTS + INSTRUMENTATION
CONTINUED

MICHIGAN UNIVERSITY

-Survey and Research Center Instrumentation

MIDDLESEX COMMUNITY COLLEGE

-Business + Office Education Entry Level Retail Training Evaluation Form(Grant Student Survey)
-Graduate Student Survey '73 '76
-Medical Asst. Evaluation Form
-Internship and Job Placement Questionnaire
-Radiological Technician Program Employment Status
-Social Work Associate Program 5-year Survey '72 '73 '74 '75 '76

MOUNT WACHUSETT COMMUNITY COLLEGE

-Grants Management Policy + Forms for Evaluation
-Short-term Follow-up

NORTH CAROLINA BOARD OF EDUCATION

-Student Profile Questionnaire

NORTHERN ESSEX COMMUNITY COLLEGE

-Former Student Follow-up Form
-Transfer Follow-up Questionnaire
-Placement Office Follow-up
-Computer Technology Annual Survey
-Human Services Graduate Survey
-Educational Asst. Program Feedback
-OE 3139 Student Information Survey
-Child Care Program Survey of Graduates

NORTH SHORE COMMUNITY COLLEGE

-Counseling Center Follow-up Survey

PENNSYLVANIA STATE VOCATIONAL-TECHNICAL EDUCATION RESEARCH STUDY

SALEM STATE COLLEGE

-Placement Survey

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PLACEMENT + FOLLOW-UP
REPORTS + INSTRUMENTATION
CONTINUED

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

-College Placement Office Information Card
-Telephone Survey Form '75
-Telephone Survey Form Dental Asst. '76
-Telephone Survey Form Early Childhood '76
-Placement Reports '69 '70 '71 '72 '73 '74 '75 '76

UNIVERSITY OF MASSACHUSETTS

-Follow-up Questionnaire

VETERANS ADMINISTRATION OCCUPATIONAL GRADUATE EMPLOYMENT QUESTIONNAIRE

VIRGINIA COMMUNITY COLLEGE SYSTEM

-Survey of Former Students '72

WORCESTER STATE COLLEGE

-Withdrawal Form
-Leavers Follow-up Form

ADDITIONAL INSTRUMENTATION REVIEWED

CARKHUFF INC. INSTRUMENTATION

GEOGRAPHIC MOBILITY OF ELECTRONIC TECHNICIANS IN THE MIDDLE ATLANTIC STATES by Charles Buzzell, Ph.D.

HIGHER EDUCATION AND INCOME, PRESTIGE, + RACE
by Blum, Zahava, and Coleman--Johns Hopkins University

EWB MBRCC 7/31/77

May 5,1977

We are attempting to develop a computerized and uniform placement and follow-up survey form. It is hoped that this form might be adopted for use by all segments of public higher education in Massachusetts.

Would you be kind enough to rate the following data items in terms of your opinion of their priority? Please indicate the degree of importance of each item by circling the appropriate letter in the left margin.

E= ESSENTIAL
H= HIGHLY DESIRABLE
D= DESIRABLE
O= OPTIONAL

PLEASE FILL OUT THIS COPY OF THIS QUESTIONNAIRE RATING THE 52 DATA ITEMS AS TO THEIR DESIRABILITY FOR USE IN SURVEYS TO BE ADMINISTERED 6-9 MONTHS AFTER GRADUATION.

E H D O 1. Graduates' names

E H D O 2. Graduates' social security number

E H D O 3. Sex

E H D O 4. Age Group

E H D O 5. Date of birth

E H D O 6. Year of birth

E H D O 7. Marital status

E H D O 8. Dependents #

E H D O 9. Military service history

E H D O 10. Employment in college full/part-time

E H D O 11. CURRENT JOB TITLE

E H D O 12. Employment history

E H D O 13. Degree of relationship between job and college prep.

E H D O 14. Degree of job satisfaction

E H D O 15. Yearly salary

E H D O 16. Unemployment(seeking/not seeking employment)

E H D O 17. Current educational status

E H D O 18. Current course enrollment

E H D O 19. Current credit hours

E H D O 20. Current cumulative average

E H D O 21. Full-time/ part-time/ Continuing education

E H D O 22. Graduate student full/part-time(11 credits or less)

E h d o 23. Physical handicap yes no

E H D O 24. Physical handicap type.

E H D O 25. MINORITY GROUP

E H D O 26. Financial assistance in college

E H D O 27. Disadvantaged(B.E.O.G./S.E.O.G./Work study)

E H D O 28. Semesters completed

E H D O 29. Program or major in college

E H D O 30. Demographic mobility EWB MBRCC 7/31/77

E H D O 32. Permanent home address and ZIP

E H D O 33. Telephone number

E H D O 34. Address of relative or person who will always know graduates' address

E H D O 35. Educational history

E H D O 36. Plans to continue education

E H D O 37. Certificates and degrees earned

E H D O 38. Graduates' evaluation of class instruction

E H D O 39. Graduates' opinion of help outside of class

E H D O 40. Graduates' evaluation of placement service

E H D O 41. Graduates evaluation of college in general

E H D O 42. GRADUATES' evaluation of program or major

E H D O 43. Graduates' opinion of program planning assistance

E H D O 44. Opened ended question seeking statement of strengths and weaknesses of college

E H D O 45. How long to find employment after graduation from highest degree

E H D O 46. Best sources of employment assistance

E H D O 47. Availability of vocational information

E H D O 48. Value of college preparation even if not working in field of preparation

E H D O 49. Quality of college preparation for current job

E H D O 50. Degree to which college preparation aided in acquiring present job

E H d o 51 College courses most helpful to you.....+ why?

E H D O 52. Courses which should have been required for your program or major.
(BELOW PLEASE SUGGEST ADDITIONAL QUESTIONS AND RATE.)

E H D O 53. _____

E H D O 54. _____

E H. D O 55. _____

E H D O 56. _____

NAME OF RESPONDENT_____

JOB TITLE OF RESPONDNET_____

INSTITUTION

EWB MBRCC 7/31/77

LONG-RANGE ESSENTIAL DATA QUESTIONNAIRE RESPONDENTS

1. Paul H. Buckley, Director of Program Development
   Bunker Hill Community College
2. Richard Murphy, Director of Placement
   Massasoit Community College
3. Richard W. Lavoie, Director of Placement
   Salem State College
4. C.B. Zumwalt, Director of Placement
   Springfield Technical Community College
5. Joan Krejci, Counselor/Placement
   North Adams State College
6. Karen Rigg, Director of Career Planning and Placement
   Middlesex Community College
7. Ray Bryant, Director of Career Planning and Placement
   Fitchburg State College
8. Unsigned
9. Unsigned
10. Bob Morrissey, Placement Service
    U. Mass/Amherst
11. J.P. Boucher, Coordinator of Program Development
    MSCS
12. Bill Harkins, Director of Research and Program Development
    State Department of Manpower Development
13. C.C. Moran, Director of Institutional Research
    Massasoit Community College

SHORT-TERM ESSENTIAL DATA QUESTIONNAIRE RESPONDENTS

1. William F. O'Meara, Placement Director
   Holyoke Community College
2. C.B. Zumwalt, Director of Placement
   Springfield Technical Community College
3. Jon Larson, Placement Officer
   Berkshire Community College
4. Robert Merriam, Affirmative Action Officer
   Greenfield Community College
5. Paul Buckley, Director of Program Development
   Bunker Hill Community College
6. C.C. Moran, Director of Internal Research
   Massasoit Community College
7. Bob Morrison, Placement Service
   U. Mass.
8. Bill Harkins,
   Manpower Data
9. Joan Krejci, Counselor/ Placement
   North Adams State College
10. Jay Boucher, Board of Trustees of State Colleges
11. Dr. Leonard K. Lockley, Dean of Students
    Roxbury Community College
12. Carol Sharpton, Career Planning and Placement Counselor
    Mass. Bay Community College
13. Cecilia Furlotte, Director of Counseling
    Northern Essex Community College
14. Director of Placement
    North Shore Community College
15. Dr. Winston H. Lovallee, Asst. Dean of College
    Holyoke Community College
16. Sally A. Sears, Director of Transfer and Placement
    Greenfield Community College
17. Richard Murphy, Director of Placement
    Massasoit Community College
18. R. Del Prete, Dean of Students
    Quinsigamond Community College
19. Mary E. Solomita, Director of Counseling
    Cape Cod Community College
20. John C. Briscoe, Dean of Collegiate Technical Education
    Cape Cod Community College
21. Gregory W. Gallagher, Director of Placement
    Bunker Hill Community College

EWB MBRCC 7/31/77

SHORT-TERM ESSENTIAL DATA QUESTIONNAIRE

TABULATIONS

21 RESPONDENTS

Question#	Response E	H	D	O
1	18	0	1	2
2	12	1	1	7
3	11	1	5	3
4	7	1	7	5
5	4	2	2	11
6	6	1	1	9
7	2	4	4	8
8	4	1	4	10
9	2	2	8	7
10	4	2	8	5
11	14	5	1	0
12	3	6	4	7
13	12	7	2	0
14	5	6	8	2
15	12	6	2	1
16	16	1	3	0
17	14	4	2	0
18	2	2	7	9
19	1	3	4	12
20	1	3	1	13
21	6	5	8	2
22	9	2	7	1
23	5	4	4	7
24	4	3	4	9
25	9	3	4	3
26	4	2	5	9

Question#	Response E	H	D	O
27	4	2	3	10
28	5	3	5	5
29	15	4	2	0
30	4	6	5	3
31	17	3	0	1
32	16	3	2	0
33	12	3	3	3
34	8	4	3	4
35	4	1	7	6
36	3	8	7	3
37	11	2	5	2
38	5	6	2	7
39	3	4	4	8
40	9	4	4	4
41	7	5	4	4
42	9	6	1	5
43	15	5	2	7
44	3	7	4	6
45	4	4	3	9
46	5	10	3	3
47	5	5	7	3
48	5	7	4	4
49	7	7	5	2
50	6	7	4	3
51	4	4	4	8
52	4	7	2	7

EWB MBRCC 7/31/77

LONG-TERM ESSENTIAL DATA QUESTIONNAIRE

TABULATIONS

13 RESPONDENTS

Question #	Response				Question #	Response			
	E	H	D	O		E	H	D	O
1	10	0	1	2	27	3	1	1	4
2	10	1	0	2	28	3	1	0	4
3	7	2	2	1	29	11	1	0	0
4	6	2	4	1	30	2	3	4	2
5	2	1	3	4	31	10	1	1	0
6	5	1	4	2	32	9	4	0	0
7	2	2	4	4	33	5	4	1	2
8	3	0	2	5	34	5	[illegible]	2	2
9	2	2	6	2	35	3	5	1	1
10	5	3	2	1	36	2	5	4	1
11	12	0	1	0	37	9	4	0	0
12	6	2	2	1	38	2	3	1	4
13	7	5	1	0	39	1	5	0	6
14	4	3	4	2	40	2	6	0	5
15	9	4	0	0	41	1	6	3	3
16	7	4	2	0	42	2	7	1	3
17	9	1	1	1	43	0	5	0	6
18	3	1	4	3	44	1	4	3	4
19	2	2	1	5	45	4	5	2	1
20	0	1	2	7	46	5	3	2	1
21	5	5	2	0	47	2	4	3	2
22	4	3	3	0	48	4	2	3	2
3	3	4	1	4	49	4	3	2	3
24	2	1	3	3	50	3	7	2	1
25	6	3	1	3	51	3	5	1	3
26	2	1	3	5	52	4	4	2	3

EWR MPRCC 7/31/77

MASSACHUSETTS PUBLIC HIGHER EDUCATION PLACEMENT SURVEY

INSTRUCTIONS: PLEASE CIRCLE THE LETTER(S) OF THE APPROPRIATE RESPONSE(S) IN THE ITEMS BELOW

EDUCATION 1-4

1. LEVEL OF COLLEGE TRAINING AND DEGREES RECEIVED (CIRCLE EVERY LETTER THAT APPLIES)

A.....1 SEMESTER (15 CREDITS)

B.....1 YEAR (30 CREDITS)

C.....3 SEMESTERS (45 CREDITS)

D.....2 YEARS (60 CREDITS)

E.....CERTIFICATE

F.....AA

G.....AS

H.....3 YEARS (90 CREDITS)

I.....BA

J.....BS R.....PhD

K.....BBA S.....EdD

L.....BFA T.....MD

M.....MA U.....LLB

N.....MEd V.....DMD

O.....MS W.....OTHER (SPECIFY)

P.....MFA

Q.....CAGS _____

2. HAVE YOU DONE ANY OF THE FOLLOWING?

A.....TRANSFERRED TO A COLLEGE?

B.....APPLIED TO A SCHOOL AND ARE AWAITING NOTIFICATION?

C.....BEEN ACCEPTED IN A GRADUATE PROGRAM?

3. PLEASE EVALUATE YOUR OVERALL DEGREE OF SATISFACTION WITH YOUR COLLEGE EDUCATION.

A.....HIGHLY SATISFIED

B.....SATISFIED

C.....MARGINALLY SATISFIED

D.....DISSATISFIED

E.....HIGHLY DISSATISFIED

4. HAS YOUR COLLEGE EDUCATION HELPED TO INCREASE YOUR EARNING POTENTIAL?

Y.....YES

N.....NO

Q.....NOT SURE

GENERAL INFORMATION 5-10

5. RACE

A.....AMERICAN INDIAN OR ALASKAN NATIVE

B.....AFRO-AMERICAN OR BLACK

C.....ASIAN OR PACIFIC ISLANDER

D.....HISPANIC

E.....WHITE

F.....OTHER

6. WHILE IN COLLEGE, WERE YOU PHYSICALLY HANDICAPPED?

Y...YES

N...NO

_____

7. AGE

A...16-20 YEARS

B...21-25 YEARS

C...26-35 YEARS

D...36-45 YEARS

F...OVER 45 YEARS

8. YEAR OF BIRTH

19_____

9. MARITAL STATUS

A...SINGLE

B...MARRIED

10. SEX

M...MALE

F...FEMALE

EMPLOYMENT 11-20

11. WHICH SINGLE STATEMENT BEST DESCRIBES YOUR PRESENT JOB?

A...IN THE OCCUPATION FOR WHICH I PREPARED IN COLLEGE

B...IN AN OCCUPATION RELATED TO MY COLLEGE TRAINING

C...IN A FIELD NOT RELATED TO MY COLLEGE TRAINING

D...APPRENTICESHIP PROGRAM (SPECIFY)

_____

12. IF YOUR PRESENT JOB IS NOT RELATED TO YOUR CURRICULUM, PLEASE INDICATE EVERY REASON WHICH APPLIES:

A...COULD NOT FIND A JOB IN FIELD OF PREPARATION

B...COULD NOT FIND A JOB IN AREA OF GEOGRAPHIC PREFERENCE

C...FOUND A BETTER PAYING JOB IN ANOTHER FIELD

D...PREFERRED TO WORK IN ANOTHER AREA

13. IF YOUR PRESENT JOB IS NOT RELATED TO YOUR CURRICULUM, DID YOUR DEGREE OR COLLEGE TRAINING ENABLE YOU TO GET THIS JOB?

Y...YES

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14. PRESENT GROSS INCOME: PLEASE CIRCLE ONE NUMBER AND ONE LETTER. THIS INFORMATION IS CONFIDENTIAL AND USED FOR RESEARCH PURPOSES ONLY.

A...LESS THAN $5,000.....1

5001-5500.....2

5501-6000.....3

6001-6500.....4

6501-7000.....5

7001-7500.....6

B...7501-8000.....7

8001-8500.....8

8501-9000.....9

9001-9500.....10

9501-10,000.....11

10,001-10,500.....12

10,501-11,000.....13

C...11,001-11,500.....14

11,501-12,000.....15

12,001-15,000.....16

D...15,001-20,000.....17

E...20,001-25,000.....18

F...25,001 & ABOVE.....19

15. IF EMPLOYED FULL-TIME, INDICATE THE CLASSIFICATION THAT MOST NEARLY DESCRIBES YOUR JOB.

A...AGRI-BUSINESS & NATURAL RESOURCES

B...CONSUMER & HOMEMAKING EDUCATION

C...HOSPITALITY & RECREATION

D...COMMUNICATION & MEDIA

E...FINE ARTS & HUMANITIES

F...MARKETING & DISTRIBUTION

G...BUSINESS & OFFICE

H...MANUFACTURING

I...ENVIRONMENT

J...HEALTH

K...MARINE SCIENCE

L...PERSONAL SERVICE

M...CONSTRUCTION

N...TRANSPORTATION

O...PUBLIC SERVICE

16. HOW MUCH OF THE TIME DO YOU FEEL SATISFIED WITH YOUR JOB?

A...MOST OF THE TIME

B...A GOOD DEAL OF THE TIME

C...ABOUT HALF OF THE TIME

D...OCCASIONALLY

17. ARE YOU CURRENTLY SEEKING FULL-TIME EMPLOYMENT?

A...NO

B...YES/TEACHING

C...YES/NON-TEACHING

18. DID YOU RECEIVE YOUR TRAINING FOR THE JOB IN WHICH YOU ARE NOW EMPLOYED IN:

A...HIGH SCHOOL

B...TECHNICAL INSTITUTE

C...TWO-YEAR COLLEGE

D...FOUR-YEAR COLLEGE

E...ARMED FORCES

F...IN-PLANT TRAINING

G...APPRENTICESHIP

H...OTHER (SPECIFY)

_____

19. MARK THE ITEM(S) THAT DESCRIBE(S) YOUR PRESENT EMPLOYMENT OR RELATED STATUS.

A...FULL-TIME EMPLOYMENT (30 HRS/WK. OR MORE)

B...PART-TIME EMPLOYMENT (LESS THAN 30 HRS/WK)

C...COLLEGE FULL-TIME (12 CREDITS OR MORE)

D...COLLEGE FULL-TIME (11 CREDITS OR LESS)

E...MILITARY SERVICE

F...HOMEMAKER

G...UNEMPLOYED: SEEKING EMPLOYMENT

H...UNEMPLOYED: NOT SEEKING EMPLOYMENT

I...GRADUATE STUDY (12 CREDITS OR MORE)

J...GRADUATE STUDY (11 CREDITS OR LESS)

K...OTHER (SPECIFY)

_____

20. TYPE OF EMPLOYER:

A...BUSINESS/MANUFACTURING

B...BUSINESS GENERAL

C...GOVERNMENT/LOCAL

D...GOVERNMENT/STATE

E...GOVERNMENT/FEDERAL

F...PEACE CORPS/VISTA

G...MILITARY

H...SOCIAL SERVICES

I...EDUCATION

J...HEALTH SERVICES

K...OTHER (SPECIFY)

_____

A. NAMES OF COLLEGE(S) &/OR UNIVERSITY(IES) ATTENDED, AND MONTH AND YEAR OF GRADUATION IF APPLICABLE.

PLEASE RETURN THIS FORM TO THE ADDRESS BELOW.

B. YOUR CURRENT JOB TITLE AND EMPLOYMENT HISTORY _____ CURRENT JOB TITLE _____ PREVIOUS JOB TITLE

C. WHAT COURSES WERE MOST HELPFUL TO YOU IN YOUR EMPLOYMENT? _____

D. ARE THERE ANY COURSES WHICH YOU DID NOT TAKE THAT YOU THINK WOULD HAVE BEEN HELPFUL TO YOU ON THE JOB? _____

E. NAME AND ADDRESS OF COLLEGE/UNIVERSITY YOU ARE CURRENTLY ATTENDING OR CONSIDERING _____

FOLD LINE

FOLD LINE

F. ADDRESS OF FRIEND OR RELATIVE WHO WILL ALWAYS KNOW YOUR ADDRESS IF DIFFERENT FROM YOUR ADDRESS BELOW.

_____ ZIP

G. TELEPHONE # OF ABOVE NAMED PERSON _____

H. NAME AND ADDRESS OF YOUR CURRENT EMPLOYER
CHECK HERE ____ IF YOU PREFER NOT TO HAVE YOUR EMPLOYER CONTACTED _____

I. IF YOU ARE AWARE OF JOB OPPORTUNITIES IN WHICH SOME OTHER GRADUATES MIGHT BE INTERESTED, WOULD YOU PLEASE INFORM US.

TYPE OF JOB: _____ CONTACT PERSON _____

FIRM: _____ TELEPHONE # _____

ADDRESS: _____

J. NAME _____

K. CURRENT ADDRESS _____

L. YOUR PROGRAM OR MAJOR _____

MINOR _____

M. PRINT NAME & ZIP OF TOWN & STATE WHERE YOU ARE CURRENTLY EMPLOYED

_____ TOWN _____ STATE _____ ZIP

N. YOUR HOME TELEPHONE # _____

INSTRUCTIONS: PLEASE CIRCLE THE LETTER(S) OF THE APPROPRIATE RESPONSE(S) IN THE ITEMS BELOW

EDUCATION 1-4

1. LEVEL OF COLLEGE TRAINING AND DEGREES RECEIVED (CIRCLE EVERY LETTER THAT APPLIES)

A.....1 SEMESTER (15 CREDITS)

B.....1 YEAR (30 CREDITS)

C.....3 SEMESTERS (45 CREDITS)

D.....2 YEARS (60 CREDITS)

E.....CERTIFICATE

F.....AA

G.....AS

H.....3 YEARS (90 CREDITS)

I.....BA

J.....BS R.....PhD

K.....BBA S.....EdD

L.....BFA T.....MD

M.....MA U.....LLB

N.....MEd V.....DMD

O.....MS W.....OTHER (SPECIFY)

P.....MFA

Q.....CAGS _____

2. HAVE YOU DONE ANY OF THE FOLLOWING?

A.....TRANSFERRED TO A COLLEGE?

B.....APPLIED TO A SCHOOL AND ARE AWAITING NOTIFICATION?

C.....BEEN ACCEPTED IN A GRADUATE PROGRAM?

3. PLEASE EVALUATE YOUR OVERALL DEGREE OF SATISFACTION WITH YOUR COLLEGE EDUCATION.

A.....HIGHLY SATISFIED

B.....SATISFIED

C.....MARGINALLY SATISFIED

D.....DISSATISFIED

E.....HIGHLY DISSATISFIED

4. HAS YOUR COLLEGE EDUCATION HELPED TO INCREASE YOUR EARNING POTENTIAL?

Y.....YES

N.....NO

Q.....NOT SURE

GENERAL INFORMATION 5-10

5. RACE

A.....AMERICAN INDIAN OR ALASKAN NATIVE

B.....AFRO-AMERICAN OR BLACK

C.....ASIAN OR PACIFIC ISLANDER

D.....HISPANIC

E.....WHITE

F.....OTHER

6. WHILE IN COLLEGE, WERE YOU PHYSICALLY HANDICAPPED?

Y...YES

N...NO

IF YES, WERE YOU:

A...HARD OF HEARING

B...DEAF

C...SPEECH IMPAIRED

D...VISUALLY HANDICAPPED

E...CRIPPLED (ORTHOPEDICALLY IMPAIRED)

F...OTHER (SPECIFY)

_____

7. AGE

A...16-20 YEARS

B...21-25 YEARS

C...26-35 YEARS

D...36-45 YEARS

F...OVER 45 YEARS

8. YEAR OF BIRTH

19_____

9. MARITAL STATUS

A...SINGLE

B...MARRIED

10. SEX

M...MALE

F...FEMALE

EMPLOYMENT 11-20

11. WHICH SINGLE STATEMENT BEST DESCRIBES YOUR PRESENT JOB?

A...IN THE OCCUPATION FOR WHICH I PREPARED IN COLLEGE

B...IN AN OCCUPATION RELATED TO MY COLLEGE TRAINING

C...IN A FIELD NOT RELATED TO MY COLLEGE TRAINING

D...APPRENTICESHIP PROGRAM (SPECIFY)

_____

12. IF YOUR PRESENT JOB IS NOT RELATED TO YOUR CURRICULUM, PLEASE INDICATE EVERY REASON WHICH APPLIES:

A...COULD NOT FIND A JOB IN FIELD OF PREPARATION

B...COULD NOT FIND A JOB IN AREA OF GEOGRAPHIC PREFERENCE

C...FOUND A BETTER PAYING JOB IN ANOTHER FIELD

D...PREFERRED TO WORK IN ANOTHER AREA

13. IF YOUR PRESENT JOB IS NOT RELATED TO YOUR CURRICULUM, DID YOUR DEGREE OR COLLEGE TRAINING ENABLE YOU TO GET THIS JOB?

Y...YES

14. PRESENT GROSS INCOME: PLEASE CIRCLE ONE NUMBER AND ONE LETTER. THIS INFORMATION IS CONFIDENTIAL AND USED FOR RESEARCH PURPOSES ONLY.

A...LESS THAN $5,000.....1

5001-5500.....2

5501-6000.....3

6001-6500.....4

6501-7000.....5

7001-7500.....6

B...7501-8000.....7

8001-8500.....8

8501-9000.....9

9001-9500.....10

9501-10,000.....11

10,001-10,500.....12

10,501-11,000.....13

C...11,001-11,500.....14

11,501-12,000.....15

12,001-15,000.....16

D...15,001-20,000.....17

E...20,001-25,000.....18

F...25,001 & ABOVE.....19

15. IF EMPLOYED FULL-TIME, INDICATE THE CLASSIFICATION THAT MOST NEARLY DESCRIBES YOUR JOB.

A...AGRI-BUSINESS & NATURAL RESOURCES

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C...HOSPITALITY & RECREATION

D...COMMUNICATION & MEDIA

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G...BUSINESS & OFFICE

H...MANUFACTURING

I...ENVIRONMENT

J...HEALTH

K...MARINE SCIENCE

L...PERSONAL SERVICE

M...CONSTRUCTION

N...TRANSPORTATION

O...PUBLIC SERVICE

16. HOW MUCH OF THE TIME DO YOU FEEL SATISFIED WITH YOUR JOB?

A...MOST OF THE TIME

B...A GOOD DEAL OF THE TIME

C...ABOUT HALF OF THE TIME

D...OCCASIONALLY

17. ARE YOU CURRENTLY SEEKING FULL-TIME EMPLOYMENT?

A...NO

B...YES/TEACHING

C...YES/NON-TEACHING

18. DID YOU RECEIVE YOUR TRAINING FOR THE JOB IN WHICH YOU ARE NOW EMPLOYED IN:

A...HIGH SCHOOL

B...TECHNICAL INSTITUTE

C...TWO-YEAR COLLEGE

D...FOUR-YEAR COLLEGE

E...ARMED FORCES

F...IN-PLANT TRAINING

G...APPRENTICESHIP

H...OTHER (SPECIFY)

_____

19. MARK THE ITEM(S) THAT DESCRIBE(S) YOUR PRESENT EMPLOYMENT OR RELATED STATUS.

A...FULL-TIME EMPLOYMENT (30 HRS/WK. OR MORE)

B...PART-TIME EMPLOYMENT (LESS THAN 30 HRS/WK)

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I...GRADUATE STUDY (12 CREDITS OR MORE)

J...GRADUATE STUDY (11 CREDITS OR LESS)

K...OTHER (SPECIFY)

_____

20. TYPE OF EMPLOYER:

A...BUSINESS/MANUFACTURING

B...BUSINESS GENERAL

C...GOVERNMENT/LOCAL

D...GOVERNMENT/STATE

E...GOVERNMENT/FEDERAL

F...PEACE CORPS/VISTA

G...MILITARY

H...SOCIAL SERVICES

I...EDUCATION

J...HEALTH SERVICES

K...OTHER (SPECIFY)

EWB MBRCC 7/31/77

(OVER PLEASE)

A. NAMES OF COLLEGE(S) &/OR UNIVERSITY(IES) ATTENDED, AND MONTH AND YEAR OF GRADUATION IF APPLICABLE.

PLEASE RETURN THIS FORM TO THE ADDRESS BELOW.

B. YOUR CURRENT JOB TITLE AND EMPLOYMENT HISTORY _____ _____
CURRENT JOB TITLE PREVIOUS JOB TITLE

C. WHAT COURSES WERE MOST HELPFUL TO YOU IN YOUR EMPLOYMENT? _____

D. ARE THERE ANY COURSES WHICH YOU DID NOT TAKE THAT YOU THINK WOULD HAVE BEEN HELPFUL TO YOU ON THE JOB? _____

E. NAME AND ADDRESS OF COLLEGE/UNIVERSITY YOU ARE CURRENTLY ATTENDING OR CONSIDERING _____

FOLD LINE

21. WHAT WAS YOUR TOTAL FAMILY INCOME AT THE TIME YOU GRADUATED FROM HIGH SCHOOL? (YOUR BEST ESTIMATE)

A...LESS THAN $5,000
B...LESS THAN $6,000
C...LESS THAN $7,000
D...LESS THAN $8,000
E...LESS THAN $9,000
F...LESS THAN $10,000
G...LESS THAN $11,000
H...LESS THAN $12,000
I...LESS THAN $13,000
J...LESS THAN $14,000
K...LESS THAN $15,000
L...LESS THAN $16,000
M...LESS THAN $17,000
N...LESS THAN $18,000
O...$18,000 OR MORE

22. PLEASE PRINT NAME AND ZIP OF TOWN IN WHICH YOU WERE LIVING WHEN YOU GRADUATED FROM H.S.

ZIP _____ NAME

23. WHAT WAS YOUR FATHER'S JOB TITLE AT THE TIME YOU GRADUATED FROM HIGH SCHOOL?

PLEASE PRINT

24. MARITAL STATUS IF OTHER THAN SINGLE OR MARRIED.

A...DIVORCED
B...REMARRIED
C...SPOUSE DECEASED

25. ARE YOU A VETERAN?

A...YES
N...NO

26. WERE YOU ELIGIBLE FOR &/OR DID YOU RECEIVE FINANCIAL AID WHILE YOU WERE IN COLLEGE

Y...YES
N...NO

PLEASE SPECIFY COLLEGE

IF YES, PLEASE CIRCLE APPROPRIATE LETTERS BELOW.

A...B.E.O.G. _____
B...S.E.O.G. _____
C...WORK STUDY _____
D...ST. SCHOLARSHIP _____
E...PRIVATE SCHOLARS. _____
F...BANK LOAN _____
(PLEASE SPECIFY COLLEGE)

27. DATE OF BIRTH

MO. DAY YEAR

28. SOCIAL SECURITY #

/ /

29. HOW MANY DEPENDENTS WERE LIVING IN YOUR PARENTS' HOME WHEN YOU GRADUATED FROM HIGH SCHOOL?

A...NONE
B...ONE
D...TWO
D...THREE
E...FOUR
F...FIVE
G...MORE THAN FIVE (PLEASE SPECIFY)

FOLD LINE

F. ADDRESS OF FRIEND OR RELATIVE WHO WILL ALWAYS KNOW YOUR ADDRESS IF DIFFERENT FROM YOUR ADDRESS BELOW.

ZIP

G. TELEPHONE # OF ABOVE NAMED PERSON _____

H. NAME AND ADDRESS OF YOUR CURRENT EMPLOYER
CHECK HERE ____ IF YOU PREFER NOT TO HAVE YOUR EMPLOYER CONTACTED _____

I. IF YOU ARE AWARE OF JOB OPPORTUNITIES IN WHICH SOME OTHER GRADUATES MIGHT BE INTERESTED, WOULD YOU PLEASE INFORM US.

TYPE OF JOB: _____ CONTACT PERSON _____

FIRM: _____ TELEPHONE # _____

ADDRESS: _____

J. NAME _____

K. CURRENT ADDRESS _____

L. YOUR PROGRAM OR MAJOR _____

MINOR _____

M. PRINT NAME & ZIP OF TOWN & STATE WHERE YOU ARE CURRENTLY EMPLOYED

TOWN STATE ZIP

N. YOUR HOME TELEPHONE #

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